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ABSTRACT

The manual was designed for use by local school systems in order to maintain a comprehensive program of career and vocational education in the State of Georgia. The program includes, but is not limited to elementary career development programs, junior high exploratory and pre-vocational programs, secondary vocational cluster and cooperative programs, postsecondary and adult programs of technical and skilled training, job placement, work study, and vocational guidance. The comprehensive program of career and vocational education is described in detail in the manual, providing information to help local school systems formulate and prepare local plans for vocational education. Information regarding the program's purpose, type of program and level, methods, personnel requirements, contact person, funding sources, and references are provided for the following comprehensive pre-vocational and vocational high school programs: agricultural, business and office, vocational office, consumer and homemaking, occupational home economics, distributive, industrial arts, trade and industrial, and diversified cooperative training. Also treated are programs for students with special needs, finance and reimbursement, and definition of terms. (VA)

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Career and Vocational Education in Georgia

U.S. DEPARTMENT OF HEALTH,
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FY 1975

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A PROGRAM MANUAL FOR LOCAL SYSTEMS

GEORGIA DEPARTMENT OF EDUCATION
Office of Adult and Vocational Education

FY 1975

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PROGRAM MANUAL
ON
CAREER AND VOCATIONAL EDUCATION IN GEORGIA

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VOCATIONAL EDUCATION IN GEORGIA

In Georgia the State Board of Education has also been designated as the State Board for Vocational Education, and as such is charged with the responsibility for maintaining a comprehensive program of career and vocational education within the State. Its purpose has been defined on both state and Federal levels as follows:

"The purpose of the program shall be to provide vocational and technical training or retraining in schools or classes (including field or laboratory work) and remedial or related academic and technical instruction incident thereto designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations which are determined, and specified by regulation, to be generally considered professional or which require a baccalaureate or higher degree; and this includes vocational guidance and counseling (individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choices; instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; and job placement." (Reference A, 30-2110; Reference B, Title I Part A, Section 108)

The State Superintendent, as the Executive Officer for the State Board for Vocational Education, is in turn charged with the responsibility for developing and operating the program of career and vocational education within the State. This program includes, but is not limited to, elementary career development programs, junior high exploratory and pre-vocational programs, secondary vocational cluster and cooperative programs, post-secondary and adult programs of technical and skilled training, and vocational guidance. (Reference A, 30-2110)

In order to implement programs of career and vocational education, the State Superintendent establishes minimum criteria for and authorizes the establishment of comprehensive career and vocational education programs, comprehensive high schools, area vocational high schools, state and area vocational-technical schools, and the designation of programs of vocational education to be established in high schools moving toward the criteria set for a comprehensive high school (pre-comprehensive high schools). These criteria are then submitted to the State Board for approval. (Reference A, 30-2110).

As the basis for administering the program of vocational education in Georgia, the State Superintendent develops and keeps current a State Plan for Vocational Education. This State Plan is prepared in consultation with the Georgia State Advisory Council on Vocational Education. (Reference A, 30-2110).

In order to be eligible for State support and funding of local vocational education programs, local systems are required to prepare and submit a local plan for vocational education. These local plans must then be approved by the State Superintendent. (Reference A, 30-2110).

Eligibility of local school systems for receiving vocational funds shall then be based on either their meeting the criteria for a developmental program

of vocational education or their making designated progress toward this goal. The criteria for a comprehensive developmental program of vocational education is summarized in detail under the Comprehensive High School Programs section of this manual. Local school systems desiring vocational funds shall design a developmental program of vocational education to master the career development tasks of occupational choice, employability skills, job preparation, job entry, job adjustment and progression, and shall provide a broad-based career awareness program at the elementary school level, a career exploration and prevocational program at the junior high school level, a job-entry skill development program utilizing the cluster approach at the secondary level, progressing to a high-level skill-training program at the post-secondary level. (Reference A, 30-2312).

The Goals for Vocational Education in Georgia adopted by the Georgia Department of Education in 1971 set forth in broad outline the criteria for a comprehensive developmental program of vocational education and the associated goals toward which we must move to accomplish this purpose. They are included in this section of the manual for your information and reference. The following sections of this manual then describe this program in greater detail, providing information to help you in formulating and preparing your local plan for vocational education.

REFERENCES:

- A. Policies and Executive Procedures, State of Georgia, Board of Education, and State Superintendent of Schools, May 1972.
- B. The Vocational Education Amendments of 1968, Public Law 90-576.

GOALS FOR VOCATIONAL EDUCATION IN GEORGIA

- I. To provide programs beginning in grades K-6 that will make youth aware of the world of work and their work role in life.
- II. To provide youth starting with grades 7-9 with exploratory and prevocational programs and experiences geared to vocational development tasks.
- III. To provide youth in grades 10-12 with work attitudes and job entry skills in broad occupational clusters and/or the foundation for more specialized post-secondary education.
- IV. To provide post-secondary youth with specific skills and attitudes for employment.
- V. To provide entry skills and job upgrading skills to adults in, or desiring to enter, the labor force.
- VI. To increase the accessibility of vocational programs for those populations to be served.
- VII. To provide assistance to students in vocational development tasks and provide vocational counseling services, including initial job placement, to populations served by, or to be served by, vocational education.
- VIII. To provide persons served by vocational education with skills, attitudes, and competencies compatible with the present and future needs of Georgia's employers.
- IX. To provide adequate financing for vocational education and distribute funds in an equitable and effective manner that will provide incentive for expansion and quality.
- X. To provide an adequate supply of competent educational personnel to operate vocational programs and to continually upgrade their abilities through inservice programs.
- XI. To assist consumers to make wise use of income, improve the home environment and improve the quality of family life.
- XII. To contribute to the holding power of educational agencies.
- XIII. To provide leadership and consultation to local education agencies in program operations, program planning, and evaluation.
- XIV. To interweave vocational education with a total educational system that will educate the whole person.
- XV. To improve the public understanding of and attitude toward vocational education.
- XVI. To provide for the rapid dissemination of innovations to keep vocational programs up-to-date.
- XVII. To increase the meaningful and constructive involvement of local citizens, parents, students, local educators, and employers in the planning, operation, and evaluation of vocational education.

DEVELOPMENTAL CAREER AND VOCATIONAL EDUCATION

PURPOSE: To provide a sequentially developed education program offering career orientation, exploration, and job preparation for all students, beginning in the first grade or earlier, and continuing through adult life; to prepare all students for work or for further education by increasing their options for occupational choice, by eliminating barriers to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

PROGRAM DESCRIPTION: Organization of the school around a career development theme helps to make school experiences more relevant for all students. Children need the opportunity throughout their school years to develop a reservoir of information, attitudes, and experiences that will serve as a substantial base for decision making when they reach the points in their lives at which educational or career decisions must be made. This can be accomplished by fusing career information and vocational education with the broader curriculum, with the guidance program, and with community resources in order to facilitate the student's career development and acquisition of additional skills and understanding. The total school should be involved in the creation of an environment wherein all students acquire skills, knowledge, understanding and attitudes necessary for career development.

Career Development Tasks: Career development education is designed to help students accomplish career development tasks of increasing levels of maturation. These tasks relate to occupational and educational adjustment, and job and educational advancement. They depend upon and contribute to personal and social growth. These tasks carry with them a set of behavioral expectations that must be mastered at each age level if the student is to progress to the next developmental phase.

A developmental program of career and vocational education gives primary attention to programs of career self-awareness in grades K through six, to career exploration in grades seven through nine, to occupational and educational preparation in grades ten through twelve, to vocational-technical preparation in the post-secondary years, and to job retraining or upgrading for adults.

GRADE LEVEL COMPONENTS

Elementary Grades K-6: This part of the program is designed to bring about career awareness in the student. Its specific objectives for students in grades K-6 are:

1. To develop in each student positive attitudes about the personal and social significance of work.
2. To develop each student's self-awareness.
3. To develop and expand the student's knowledge about a wide variety of occupations.
4. To assist students in developing their career aspirations.
5. To improve overall student performance in the basic subjects by relating them around a career development theme.

Career awareness programs require a united or team effort on the part of teachers, counselors and the administration. By working together as a team in planning a coordinated effort with certain identified occupations to be studied at each grade level, they will be able to avoid unnecessary duplication and redundancy. The component for elementary grades K-6 is described in greater detail in another section of this manual entitled, Elementary Career Awareness.

Middle Grades 7-9: The middle school years, grades seven through nine, constitute a major education decision point. During this critical period many youth decide to leave school, but should find logical and convincing reasons for remaining in the classroom by identifying with possible career goals and by receiving guidance toward educational avenues through which these goals may be obtained.

Career exploration programs are planned in order to take advantage of the behavioral patterns of youth in this age group. They are interested in becoming involved, visiting new places, meeting new friends, making things and competing with their peers.

The career development program at this level should result in the student stating a preference for an occupational cluster for either entry level job skill preparation or for further exploration. This can be accomplished through a three year curriculum.

First Year - Students receive orientation in several occupational categories classified according to work preference of different personality types. Students are placed in business, industrial and agricultural settings in the local community to observe workers and work processes. The Program of Education and Career Exploration (P.E.C.E.) which is described in greater detail in Section IV of this manual is designed to do this.

Second Year - Students elect to explore several occupational families by enrolling in mini-exploratory courses six to twelve weeks in length. In these courses they perform simple tasks in a simulated work environment where they are permitted to work with the tools, materials, processes and products appropriate to a given work setting. These mini-exploratory courses are described in greater detail under the various vocational programs in Section VI of this manual.

Third Year - Students are allowed to select a single occupational family for in-depth, hands-on experiences in performing organizational, creative, operative, maintenance and motivational tasks. During this year they are enrolled in pre-vocational courses in the various occupational areas as described under the vocational programs (Section VI).

During all three years of junior high school students apply basic academic skills in solving problems and performing activities representative of a cross section of occupational areas.

After each concrete experience of observing work first-hand or participating in a simulated work role, students are guided through group guidance and individual counseling in looking at their experiences in terms of these kinds of questions: How did I feel about myself while I was involved in the work role? What other jobs in our society might provide similar satisfaction? What kinds of decisions would a person have to make to enter this work? What kind of schooling or non-school activities would prepare me for it?

More specific objectives toward which the career development program is directed are expressed in desired student behavior as follows.

The student will

1. describe and differentiate his self-characteristics as they are related to course selection and broad occupational areas;
2. differentiate among the several broad occupational areas and the groupings within them by considering the nature of work, the future of work, the future impact of technology, government, etc., future growth, self-characteristics and others;
3. identify the possible educational avenues available through secondary education and compare their potential to help him reach a tentative occupational goal;
4. apply a decision making process in considering several possible career goals;
5. select courses in terms of a career goal;
6. describe his career self in terms of multi-dimensional environment and self-factors;
7. describe in greater depth and breadth the work environment and how that environment is influenced by other institutions;
8. recognize the personal and social significance that work has in the lives of individuals at varying levels within the occupational structure;
9. describe the major concepts underlying the economic and industrial systems by which goods and services are produced;
10. continue to investigate the world of work;
11. describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society;
12. develop elementary skills in performing selected functions in a broad career area.

High School Grades 10-12: At this level the career development education program is designed to result in the student's preparing for and satisfactorily beginning an entry-level job or in his seeking further education leading toward a career objective. To accomplish this, all students are enrolled in one of several career curriculums for increasing periods of time. Students still undecided about a career objective are able to rotate from one career cluster to another, while those with a tentative career choice can either pursue entry level job skills or prepare for further education. Cooperative vocational education programs are also provided through which students attend school part-time and are placed on jobs in the community part-time for on-the-job training.

In each career curriculum students participate in learning activities to learn the cognitive, manipulative, and attitudinal skills required in several of the occupations making up the career curriculum cluster. Each career curriculum is arranged so that students can be preparing for jobs requiring varying degrees of skills. More specifically, objectives toward which the career development program is directed are expressed in desired student behavior as follows.

A student will

1. differentiate among the major occupations that make up a broad occupational area in terms of the amount and type of education needed for entrance; the content, tools, setting, products or services of the occupations; their value to society; their ability to provide him with the life style he desires; to what extent they can satisfy his interests and values; and in what ways they do and do not seem appropriate for him;
2. differentiate between the different post-secondary educational avenues available in terms of the accessibility of each to him and the potential of each to help him achieve his career objectives and lifestyle; decide on a post-secondary institution;
3. describe his self-characteristics in greater detail and describe why a certain tentative occupational and educational choice is more appropriate for him;
4. apply decision making process in arriving at a tentative career goal and in executing plans to achieve a desired goal;
5. tentatively select a career curriculum and acquire an entry level job skill and/or use career curriculum as a base for continuous exploration activity;
6. develop more specific plans for implementing his vocational preference;
7. execute plans by taking appropriate course work and job experience;
8. become involved in a meaningful and purposeful manner with work and work related activities in a broad occupational area;
9. differentiate among major companies with which he might begin work in terms of locations, personnel policies, promotional policies, retirement, labor and management relationship, future growth possibilities, opportunities for continued education, size of company, community mindedness of the company, etc.

Interdisciplinary Education: Interdisciplinary education is defined as a process that aids in unifying the natural relationships between the academic and career development aspects of the schools curriculum so that selected concepts and skills of general and academic courses are acquired through career oriented activities, problems, and tasks. There are many students who lack the necessary motivation for pursuing pure academic subject matter content. In addition, some students have difficulty in understanding certain abstract ideas unless they are

allowed to do so in a method of learning by doing. The objectives of the interdisciplinary program would be: first, to help students see a need and reason for acquiring academic skills in order to reach their career goals; and second, to help students acquire basic academic skills through direct application of those skills in concrete, career oriented activities.

At the elementary level a world of work curriculum can become the core around which basic education skills are correlated for a portion of the time. In addition, an interdisciplinary approach can be accomplished when any teacher attempts to fuse into his particular subject matter career oriented problems and activities to which students must apply the concepts and skills of the subject matter discipline in order to solve them.

The interdisciplinary approach at the junior high level and above may be accomplished through a horizontal curriculum structure. To accomplish this, an interdisciplinary team of math, science, English, social science, and exploratory or preparatory career teachers would need to meet regularly to plan learning experiences organized around career activities. Implementation of the program may require some form of differentiated staffing in which one member of the team is made team leader.

Community Involvement: Career development is not a process that education, as part of the total society, can accomplish by itself. Rather, it demands the active involvement of the total community of which the school system is a part. Both vocational skill development and career development are learning processes which are begun in the home, developed and maintained in the school, and exercised and tested in the community. Working together, these three institutions can ensure that every individual leaves school with a saleable skill and that every individual has access to both the knowledge and the tools needed to make wise career decisions.

Community involvement is brought into play from the earliest stages of career development in the elementary grades when parents and other resource persons are brought in to enrich the program. It is continued in the career exploration activities of the middle grades as students are given hands-on experiences in a variety of jobs throughout the community. Then, in the cooperative education programs of the secondary grades, the community becomes an integral part of the educational setting for students as they both learn and earn in offices, stores and other local industries where they have been placed by their cooperative vocational education coordinators. Finally, as the job-placement service comes into operation and students are placed in entry level jobs upon completion of their training, the community becomes a recipient of the benefits of their training.

The Program in Broad Perspective: The accompanying chart at the end of this section sets forth the detailed organization of a developmental vocational curriculum extending from kindergarten through adult programs and describes the several dimensions of career development at each educational level.

CHART I

DEVELOPMENTAL VOCATIONAL CURRICULUM - KINDERGARTEN THROUGH ADULT

Grades K-6	7	8	9	10-11-12	12	13-14	Adult
World of Work Curriculum	Program of Education and Career Exploration	Six to Twelve Week Mini-Exploratory Courses	One Year Provocational Courses	Preparatory Courses in Multi-Occupations	Education or Job Placement	Preparatory Courses in a Specific Occupation	Preparatory and Upgrading Courses
Pure Career Oriented Activities Into Existing Curriculum	Service	Service Health Service Public Service Personal Service Food Service	Health Personal Service Public Service Food Service	Paramedical Personal Service Public Service Food Service		Practical Nursing Medical Lab. Technology Cosmetology Law Enforcement Food Preparation Clothing Construction and Alteration Child Development Home Furnishing and Equipment	
		Home Economics-Related Clothing and Textiles Child Care Home and Institutional Management Food and Nutrition	Home Economics-Related Occupations	Child Care Clothing and Textiles Institutional Management			
	Business Organizational	Business Office Data Processing	Office Data Processing	Office Data Processing	Job Placement and Follow Through Service	Data Processing Accounting Clerk-Typist Secretary Marketing Management	Specialized Training for a Short or Long-Term Nature for Upgrading or for Entrance into New Occupations
		Business Contact Management and Finance	Sales and Distribution	Sales and Distribution	Preparatory Education in Specific Occupation Through Cooperative Education, Early or	Management and Sales	
	Technology	Industrial Arts Transportation Communications Construction Manufacturing	Industrial Arts Transportation Communications Construction Manufacturing	Transportation* Graphic Arts Construction* Drafting and Design Metal Working Electronics Electro-Mechanical* Pre-post-secondary Ind. Arts	Advance Placement in Post-secondary Education, and Specialized Secondary Laboratories	Auto Mechanics Commercial Art Carpentry Electrical Technology Instrumentation Drafting and Design Machine Shop Electrical Appliances Farm Equipment Agri-Marketing Forest Harvesting Technology Ornamental Horticulture	
	Outdoors Expression of Ideas	Agriculture and Natural Resources Production Horticulture Agri-Business Forestry Wildlife and Recreation	General Agriculture	Agriculture Horticulture* Forestry Recreation and Wildlife Agri-Business*			
			Environmental Control Occupations	Environmental Control Occupations Cooperative Education		Pollution Control Technology	

*Sales would be offered as an option for each course with asterisk.

JOB PLACEMENT

PURPOSE: To provide job placement assistance to high school aged youth, who may leave school either as dropouts or as graduates and who may choose to work rather than continue their education. To help these youth locate, apply for, interview for, accept and hold a full-time job. To assist those in-school youth who desire part-time or temporary work to obtain such work as a possible supplement to their income or as a complement to their schooling.

PROGRAM DESCRIPTION: Schools that are providing comprehensive career education programs or are simply intent on helping all school leavers (graduates or dropouts) in taking their next step past high school should know that the job placement service is or can be a vital part of the total set of educational services provided to students. Schools planning to implement a complete school-based job placement service should be certain that the following processes are included:

1. Provide systematic and direct assistance in job placement to all students leaving school, whether by graduation or by dropping out, who do not enroll in higher education or post-secondary vocational programs.
2. Establish a coordinating group consisting of teachers of cooperative and regular vocational programs and guidance personnel to plan and implement the job placement service.
3. Insure that the different components of the job placement service shall be assigned to a single staff member as a major responsibility and shall be cooperatively implemented by all factions of the school administration and faculty.
4. Insure that the coordinating group shall develop operational procedures for implementing a job placement service to include:
 - a. Methods of actively notifying students of the job placement service, including standard procedures to be used by students wishing to participate in the job placement service.
 - b. Organized job development activities.
 - c. Actual assistance to students in locating and accepting jobs.
 - d. An up-dated job placement record system designed to maintain records of available jobs and student employment status.
 - e. A system of follow-up designed to assess and report on the outcomes and processes of the job placement service.

PERSONNEL REQUIREMENTS: Usually the hiring of additional personnel to perform this service will not be necessary. The complete job placement service in a school can best be implemented utilizing a coordinating placement team comprised of regular and cooperative vocational teachers and members of the guidance and counseling staff. Other school faculty and staff can, of course, be a part of the job placement service and may at some time be asked to do so.

SYSTEM PARTICIPATION: Any system may implement a complete school-based job placement service. The primary ingredients needed to do this are:

1. overt commitment and support from the system superintendent and his administrative staff;
2. active support from the school principal;
3. interest and dedication from the coordinating team;
4. cooperation and support from the total school faculty and the community; and
5. the assignment of a single school staff member with overall responsibility for operating the job placement service.

STATE PARTICIPATION: Systems desiring to implement a job placement service may receive assistance from the Office of Adult and Vocational Education through consultative services and special in-service training in job placement. There is no direct financial assistance available from the State Department of Education to persons engaged in the operation of a school job placement service. However, most vocational teachers and many counselors are paid through extended day and extended year contracts that will allow them to actively work with the job placement service.

SOURCE OF FUNDING: No direct funding available except as provided through exemplary program funds under certain conditions defined by the Office of Adult and Vocational Education.

REFERENCES: (Resource Document)--Georgia Guidebook: Job Placement Services, Office of Adult and Vocational Education, Georgia Department of Education.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager in your area.

WORK STUDY PROGRAM

PURPOSE: The purpose of the Work Study Program is to provide part-time employment for youth who are in need of earnings from employment in order to begin or continue their vocational training on a full-time basis.

PROGRAM DESCRIPTION: Under the supervision of a designated school coordinator, eligible students already enrolled in vocational education programs are placed on limited paid part-time jobs. Students may be placed in schools, federal or state agencies, or other non-profit organizations. In order to participate the student must:

1. Be at least 15 years of age and less than 21 at the time of application.
2. Be enrolled in or planning to enroll in a state approved vocational training program.
3. Be a member of a family whose annual income totals \$1,200 per family member or less.

In order to receive funds for operating this program, the local school system must make application through the Office of Adult and Vocational Education, State Department of Education.

SYSTEM PARTICIPATION: The local education agency must provide 20 percent of program costs (student wages) and must also arrange for some person at the local level to coordinate the program, no direct financial assistance is available from the State Department of Education to persons engaged in the administration of a work study program. However, most vocational teachers and many counselors are paid through extended day and extended year contracts that will allow them to actively work with the work study program. This person would have the responsibility for:

1. Making students aware of the program,
2. Determining the eligibility of students under the requirements listed above under Program Description.
3. Assisting students with the mechanics of completing the application form,
4. Assisting in placing students in appropriate work settings, and
5. Paying the student the existing minimum wage at the end of each month.

Placement should be based on a vocational skill that the student has learned or plans to learn. For example, students studying transportation should be placed in the bus garage, distributive education students in school stores, building trades students in school maintenance, etc.

In addition, the local educational agency will need to assure that:

Students will not supplant full-time or regular employees.

Work will be performed for the local educational agency or for another federal, state, or local agency or institution.

Students will not be employed for more than 15 hours in any one week in which the classes they are attending are in session.

Work performed will be adequately coordinated and supervised.

When students are employed by a federal agency or institution, they are not considered federal employees.

PERSONNEL REQUIREMENTS: Any approved vocational teacher or coordinator may be appointed by the local school system to coordinate the Work Study program.

STATE PARTICIPATION: Local systems can receive the following assistance from the Office of Adult and Vocational Education of the Georgia Department of Education:

1. Approval of applications and allocations of funds for Work Study programs.

Priority will be given to applications submitted by agencies serving communities with substantial numbers of youths who have dropped out of school or who are unemployed.

2. Reimbursement to the local education agency for 80 percent of the program costs (for student wages only).

Compensation to Students During a Nine Month Academic Year

A student may earn up to \$45 per month to a total of \$350 for a maximum of 15 hours a week, except those students who do not live within reasonable commuting distance of the school. These students may earn up to \$60 a month to a total of \$500.

The local education agency must provide for students being paid promptly at the end of each month. The local education agency will be reimbursed 80 percent of the cost through submission to the Office of Adult and Vocational Education of requisition Form VE-13. The Form VE-13 will include the student's name, social security number, the number of hours worked during the month for which reimbursement is being requested and the total amount of earnings for that period.

SOURCE OF FUNDING: Federal funding through Public Law 90-576 Title I, Part H.

REFERENCES:

- A. The Vocational Amendments of 1968, Public Law 90-576 Title I, Part H.
- B. Georgia State Plan for the Administration of Vocational Education Part I, 10.0.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the State Coordinator of Work Study Programs.

ELEMENTARY CAREER AWARENESS

PURPOSE: Career awareness extends the discovery process to the working world and leads the child to develop positive values and attitudes about himself and others in that context. He discovers new talents and interests and begins to learn so that he can influence his own environment. He learns to describe himself in relation to a variety of experiences in career education. In learning by doing, the child is motivated to master basic academic skills by seeing how they are used by workers in his home, school, and community and by carrying out miniature projects emulating those activities and solving similar problems. Career and self-awareness at the elementary level provides a firm foundation for the total development concept.

PROGRAM DESCRIPTION: Career awareness in elementary grades is most often implemented through the unit approach, relating effective and career awareness activities to the required academic concepts in such a way as to illustrate the relationships between self-understanding, achievement in school, and success in a broader environment. Frequently these activities include workers as resource persons in the classroom, experiences beyond the school setting, and miniature work situations involving role playing, decision making and problem solving. Fusing career-oriented activities and resources into the on-going elementary curriculum may be accomplished by one teacher in a self-contained classroom or by a group of teachers working across grade levels or interest or ability groups, as any work experience offers a variety of roles for individuals who differ in interest and ability.

PERSONNEL REQUIREMENTS: Any Classroom teacher or counselor can implement career awareness. In-service programs are offered through several institutions of the University System of Georgia and the Georgia Department of Education.

SYSTEM PARTICIPATION: Systems implementing an elementary career awareness thrust shall provide the following:

1. At grades one through six, implement career-oriented activities as part of the established curriculum by at least one regular classroom teacher per grade level. Each of these teachers shall then continue to implement a new career-oriented activity at their respective grade levels for each succeeding grading period. Each year the number of teachers involved in the career-oriented program shall be increased by one third until at least 60% of all teachers in grades 1-6 are engaged in implementing a career-oriented curriculum.
2. A system of transportation for moving students into the community for on-the-job observation and interaction.
3. Funds for purchasing basic tools and other materials needed to enact miniature work experiences.
4. Joint planning time for teachers implementing career awareness.
5. A system for making contacts with and securing resources from the business community.
6. Program flexibility to implement innovative teaching strategies and methods.

STATE PARTICIPATION: The following assistance is available to local systems from the State Department of Education:

1. Technical and consultative assistance for planning, initiating, and managing elementary career awareness.
2. Limited materials on units and unit development for elementary career awareness.
3. Instructional staff and content information for teacher in-service activities.

SOURCES OF FUNDING: Vocational Education funds are not available for elementary programs except as provided through exemplary program funds under certain conditions defined by the Office of Adult and Vocational Education. Funding, therefore, will necessitate redirection of local funds and/or application to this end of other funds available for elementary schools.

REFERENCES:

- A. Superintendent's Guide to Career Development; Georgia State Department of Education.
- B. Building Career Oriented Materials and Activities into the Elementary Curriculum; Georgia State Department of Education.
- C. Career Development in the Elementary School; Robert L. Gibson.
- D. Career Education, A Handbook for Implementation; United States Office of Education.
- E. Career Development Education, Kindergarten through Post-Secondary and Adult Levels; Georgia Department of Education.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager in your area.

PROGRAM OF EDUCATION AND CAREER EXPLORATION

PURPOSE: To provide the following three kinds of educational experiences for students at the junior high level: 1. Career exploration opportunities that will help to build a base of knowledge and experience to assist students in making future educational and vocational decisions; 2. Experiences which illustrate ways of understanding and looking at oneself in relation to work in general, work settings, work tasks, and conditions of work; 3. An introduction to the structure of the world of work in order that students may look at, and classify careers in several broad areas and maintain flexibility within a working society throughout their adult lives.

PROGRAM DESCRIPTION: The Program of Education and Career Exploration involves students in the actual working community by enabling them to work for short periods of time in several work settings. It is exploratory in nature and not designed to train or prepare students for specific occupations or to encourage them to make specific vocational choices. The program involves work exploration, group guidance and related classroom activities covering six broad categories of occupational interest including: service to others, business, organization, expressing ideas, outdoors and technology.

Work Exploration: The student participates in an actual work role for a two-hour minimum time period. While exploring a real job setting, the student is allowed, where possible, to carry out many of the actual tasks that regular employees perform. Through participation in live work settings the students gain a first-hand view of what certain jobs are like, working and spending time in a one-to-one relationship with an employee discussing the job. A trained program coordinator works with employers to arrange these kinds of work activities for P.E.C.E. students. Students are not considered legal employees and therefore, are not governed by rules and regulations under the Child Labor Law. Students do not receive pay for their work experiences, and an employer's liability for P.E.C.E. students is the same as that for any visitor or customer.

Group Guidance: After a student works in a job setting, he is encouraged to describe his work activities and share his feelings with other students in small group meetings. Through these discussions the students are able to relate themselves to different kinds of work and begin to identify the many factors and decisions involved in choosing a job.

Classroom Activities: Guest speakers, films, filmstrips, tapes, occupational kits and other resources are used in the P.E.C.E. classroom. Students participate in activities which inform them of procedures for seeking employment, applying and interviewing for a job. Training requirements, advancement possibilities, fringe benefits and other employment orientation aspects are discussed. Students are given opportunities for individual investigation of occupations, and they receive invaluable information about varied educational and occupational opportunities available to them in their community and in Georgia.

The P.E.C.E. program should be offered preferably at the 7th or 8th grade level, and students should remain in the program for a minimum of one full quarter. The activities of the P.E.C.E. program are set forth in detail in the current P.E.C.E. Coordinator's Guide. (Reference A)

PERSONNEL REQUIREMENTS: One full-time P.E.C.E. coordinator for each 80 students enrolled in the program.

P.E.C.E. Coordinator Qualifications and Training

1. Generally, for initial employment as a P.E.C.E. coordinator, a person will be required to have a T-4 certificate and at least two years of work experience outside the field of education (an exception is #2 below). In addition to this, the training requirements described under #3 and #4 below must be completed.
2. Teacher with a B-4 (provisional) certificate and at least two years of teaching experience also may be employed as a P.E.C.E. coordinator provided he will pursue the course work leading toward the regular T-4 certificate in accordance with requirements of the Division of Teacher Education and Certification and meet the additional training requirements as outlined under #3 and #4 below.
3. The P.E.C.E. coordinator must attend a nine-week graduate level summer school session in preparation for conducting the course in career exploration. During his first year of employment, the new coordinator must also successfully complete work in a specified internship course designed for the new P.E.C.E. coordinator. (See Reference B).
4. The P.E.C.E. coordinator must, upon completion of the first year of work, pursue a masters degree in either Cooperative Vocational Training or Counseling and Guidance at a rate of ten quarter hours per year. A person who already holds the masters degree in either of the above named areas is not required to pursue additional graduate work. However, he must complete the training described under #3 above.

The P.E.C.E. Coordinator Contract Length: The P.E.C.E. coordinator should be employed for at least eleven months per year. It is preferred that the coordinator operates on a twelve-month contract basis. All contracts should end on June 30 of the fiscal year.

The P.E.C.E. Coordinator and Job Placement: During the summer months the P.E.C.E. coordinator should provide a summer course in P.E.C.E. or work with the overall job placement program of the school. His relationship with the business community puts him in a unique position to provide valuable assistance to all students in job placement.

SYSTEM PARTICIPATION: Systems operating a P.E.C.E. program shall agree to the following:

1. Provide base salary for the P.E.C.E. coordinator.
2. Assign coordinator full-time to participation in P.E.C.E. programs.
3. Provide a standard classroom facility for the program.
4. Provide a system of transportation for students going to and from work settings.

5. Agree for the coordinator (a) to attend a nine-week summer program prior to beginning work as coordinator and (b) to enroll in a specified internship course during his first year of employment for further preparing him for his job.
6. Enroll a cross section of students in each of the career exploration classes.
7. Provide some form of block scheduling to allow students an extended period of time (two hours minimum) for exploratory participation in different work settings.
8. Since it is essential that the P.E.C.E. coordinator be in a position to carry out the intent of the program by placing students in the local employment community and by working with the students in organized group guidance situations, he must have time to work in the local community and should therefore have no more than four scheduled class periods per day to include no more than twenty students per class period.

STATE PARTICIPATION: Local systems can receive the following assistance through the Office of Adult and Vocational Education of the Georgia Department of Education:

1. Provision for extended day and extended year contracts for the P.E.C.E. coordinator in accordance with established vocational pay schedules.
2. Provision of travel funds within certain limitations for the personal travel of the P.E.C.E. coordinator in performance of professional duties.
3. Provision for State supervision and consultation as needed.

SOURCES OF FUNDING: Part B Federal Vocational Funds P.L. 90-576 and State Funds.

REFERENCES:

- A. P.E.C.E. Coordinator's Guide.
- B. Teacher Certification in Georgia (Career Exploration, p. 86).

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the State Coordinator of P.E.C.E. Programs.

COMPREHENSIVE HIGH SCHOOL PROGRAMS

PURPOSE: "The comprehensive high school is a peculiarly American phenomenon. It is called comprehensive because it offers, under one administration and under one roof (or series of roofs), secondary education for almost all the high school age children of one town or neighborhood. It is responsible for educating the boy who will be an atomic scientist and the girl who will marry at eighteen; the prospective captain of a ship and future captain of industry. It is responsible for educating the bright and the not so bright children with different vocational and professional ambitions and with various motivations. It is responsible, in sum, for providing good and appropriate education, both academic and vocational, for all young people within a democratic environment which the American people believe serves the principles they cherish." This definition by John Gardner is the one set forth as most acceptable by James B. Conant in his book, The Comprehensive High School. He then goes on to say, "The comprehensive high school attempts to accomplish these ends: it endeavors to provide a general education for all future citizens on the basis of a common democratic understanding; and it seeks to provide in its elective offerings excellent instruction in academic fields and rewarding first-class vocational education."

In order to enable more of Georgia's youth to prepare themselves for successful employment in this changing economy, a concerted effort is being made to develop vocational education as a major component of the high school. A comprehensive high school is defined as a center specifically designed, equipped, staffed and administered for the purpose of preparing high school youth occupationally as well as academically for their next step in life, whether it be entrance into the world of work or entrance into post-secondary education. The school must offer an occupational curriculum designed to serve regular, disadvantaged, and handicapped students.

In addition to serving high school youth, the school shall also serve out-of-school youth and adults after the regular school day by offering courses designed for those who have already entered the labor market.

PROGRAM DESCRIPTION: The program is described in detail below under Comprehensive High Schools and in further discussion under Area Vocational High Schools.

A comprehensive vocational program is defined as a program designed, equipped, staffed and administered for the purpose of providing a developmental program of vocational education to students in grades seven through twelve. Such a program would be structured to accomplish the following outcomes with particular emphasis on expanding opportunities for disadvantaged and handicapped students as well as regular students.

Grade 7 - Students make tentative choices of pre-vocational areas for further exploration.*

Grade 8 - Students make choice of occupational cluster for in-depth exploration and for acquiring employability preparation.*

Grade 9 - Students make choice of occupational clusters for entry-level job preparation and for further exploration.*

Grade 10-12 - Students prepare for and satisfactorily enter a job with entry-level skills or go on to further education.*

*Courses for accomplishing these objectives are shown on the attached chart.

Comprehensive High Schools: Schools recommended by comprehensive study committees as comprehensive high schools may qualify for State capital improvement funds (construction and instructional equipment) for a vocational education department. Schools with enrollment of 1,000 or more must provide seven (7) occupational programs and schools with less than 1,000 enrollment must provide five (5) occupational programs. These programs must be developed as an integral part of their high school facilities and curricula. Other small high schools without occupational programs and within commuting distance (25 miles), by agreement with the comprehensive high school, may send students on a part-day basis for the occupational courses. Students from feeder schools will remain identified with their home high school for their basic academic education. Transportation shall be provided by the system from which the students come by extending their bus routes. Upon approval from the Division of Pupil Transportation Services, the additional transportation cost may be provided from State funds.

Criteria for the Approval of a Comprehensive Developmental Program of Vocational Education: All systems approved for funding of a comprehensive high school program must meet the following criteria:

1. At grades one through six implement career oriented activities as part of the established curriculum by at least one regular classroom teacher per grade level. Each of these teachers shall then continue to implement a new career oriented activity at their respective grade levels for each succeeding grading period. Each year the number of teachers involved in the career oriented program shall be increased by one third until 60% of all teachers in grades 1-6 are engaged in implementing a career oriented curriculum.
2. At grade seven, preferably, provide enough sections of the P.E.C.E. program on a quarter or semester basis for 80% of the students at any one grade level or an acceptable alternative. (See section of this manual describing P.E.C.E. program).
3. At grade eight, provide mini-exploratory (one quarter) courses in at least three of the following five areas: Service Occupations, Home Economics related occupations, Business Occupations, Industrial Arts Technology, Agriculture and Natural Resources. There must be one class period during the day in which mini-exploratory courses on a six to twelve week schedule basis are provided in three out of the four possible course options. For at least three of the areas in which mini-exploratory courses are offered, students must have access to at least a full one-year prevocational course and to vocational preparation at the secondary level in the same area.
4. At the ninth grade, provide one-year, prevocational courses in at least three of the seven areas identified (see page 27). Students must have access to vocational courses in grades 10-12 for at least three of the prevocational courses. Prevocational teachers teaching courses in health services; office, business and financial; transportation; communications; construction; or manufacturing must take a five hour course at an institution designated by the State Department of Education, Office of Adult and Vocational Education, for the purpose of preparing them to teach a particular curricular phase.

5. At grades ten, eleven, and twelve, provide at least seven vocational clusters (five for schools with less than 1,000 enrollment in grades 9-12), each of which is offered for two years on a two-hour class basis. In order for the office education program to qualify as a cluster, it must meet the criteria set forth by the State Department of Education for an "approved" business education program. At least one of the seven occupational offerings (or of the five occupational offerings for schools with less than 1,000 enrollment) must be either from Area I or Area II, and at least three (one for schools with less than 1,000) must be from Area V. A co-operative program may be counted as one of the seven occupational offerings (or as one of the five occupational offerings for schools with less than 1,000). (See Chart II, Page 27 for names of courses under the various Areas I-VIII). Teachers of vocational occupational offerings must meet State certification requirements.
6. Cooperative training classes, Diversified Cooperative Training, Distributive Education, Vocational Office Training, and Cooperative Vocational and Academic Education shall operate under policies established by the State Board for each of the respective programs.
7. At the twelfth grade level provide an opportunity for students to enroll in the senior plan program at the nearest area vocational-technical school.
8. Assign someone the responsibility for either satisfactory placement of student in a job or in post-secondary education. This would include dropouts.
9. Provide at least one section of interdisciplinary academic and vocational education for selected students at each grade level.
10. Offer at least five single skill job objective course options on an individual basis for students who intend to leave school and have not previously been enrolled in a vocational program.
11. An advisory "craft committee" composed of individuals competent in the field for which training is being offered shall be appointed for each instructional area. This committee will make recommendations regarding curriculum content, instructional equipment, instructor qualifications, and other matters pertinent to the successful operation of the program so as to insure the occupational competency of its graduates. The "craft committee" shall meet a minimum of twice each year for program review, for the purpose of evaluating the program, and for making recommendations regarding program revision. A copy of the minutes of the "craft committee" meetings shall be kept on file and available to the staff of the Office of Adult and Vocational Education.

For those systems organized on a seven-five plan the above curricular criteria for a comprehensive vocational program would be amended as follows:

At grade seven, eight or nine offer enough sections of the P.E.C.E. program for at least 80 percent of the students at any one grade level to be enrolled either through an itinerant teacher or by bringing students into the central high school at least one full day each week for one quarter or one semester

Area Vocational High Schools: These centers are located on separate sites from existing high schools and are designed to serve students from several schools or from several school systems on a part-day basis. To qualify, the system or systems must have at least 10,000 students in grades 1-12 in average daily attendance. The location of the vocational center shall be in the town or city in the area that has the largest retail sales and is so located geographically that no students will be transported more than twenty-five (25) miles from their home high school. The vocational center shall provide occupational training on a part-day basis for students who are enrolled in academic courses at another school. The academic courses must be correlated with the vocational courses.

Participating systems shall provide transportation for their students to attend the vocational center on a part day basis by extending their present bus schedules. Upon approval from the Division of Pupil Transportation Services, the additional cost may be provided from State funds.

Interlocking of Vocational and Academic Courses: Systems with either area vocational or comprehensive high schools must agree to make certain changes in their existing high school curricula to bring about an interlocking of the vocational and academic courses so that students enrolled in the vocational courses can see the relationships of the vocational and academic curricula as having meaning for their occupational objectives. To accomplish this correlation between the two curricula, the system or systems involved must submit a plan and schedule indicating how and when the vocational and academic teachers will work together toward implementing correlation.

Vocational Course Clusters: Comprehensive high school vocational courses shall be established under the multi-occupational or "cluster concept" of instruction. The multi-occupational curriculum is aimed at the preparation of tenth, eleventh, and twelfth grade youth for entry level capability in a variety of related, rather than specific occupations. This concept is based on the assumption that most secondary school students have no realistic basis for decision making along the lines of selecting a specific trade. It is designed to broaden the individual's potential employability by virtue of offering a wider range of employment skills across several occupational areas. It is also designed to prepare students for making career decisions regarding specialization within the vocational cluster and whether or not there is a need for further vocational technical training.

The local system shall determine the number and types of offerings based upon a survey of student interest and employment opportunities. In order to qualify for State aid in establishing and operating a comprehensive high school program, provision must be made for a minimum of seven (7) vocational "clusters" or course offerings. These may include existing approved vocational programs. However, a minimum of four (4) laboratory type programs (exclusive of cooperative type training classes) must be established in areas other than those in existence.

Criteria for Operating Vocational Classes:

1. Cooperative training classes (Diversified Cooperative Training, Distributive Education, and Vocational Office Training) shall operate under policies established by the State Board for each of the programs respectively.

2. It is recommended that all shop and/or laboratory courses be operated on a three-class per day basis with two hours devoted to each class. Each student will be enrolled for two consecutive hours or class periods; beginning or first year students (10th or 11th grade) will be scheduled in one class, advanced or second year students (11th or 12th grade) will be scheduled for the alternate periods.
3. Class periods may vary in length from the suggested two hours in length to three hours in length to accommodate such programs as cosmetology and barbering which require specified hours of training for examination and licensure.
4. Special needs courses designed to help pupils with academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational program shall be developed as a part of the vocational department. The basic education courses must be interlocked with the basic vocational courses to provide concrete experiences for this group of students.

PERSONNEL REQUIREMENTS: A vocational education supervisor, meeting qualifications set forth in the State Plan for Vocational Education, shall be employed by the system board of education to promote, plan, organize, coordinate, and supervise programs of vocational education in the comprehensive high school.

The vocational supervisor shall be responsible for all exploratory, prevocational and vocational courses in the school. He will report directly to the school principal and will aid the principal in correlating the vocational and academic curricula.

All instructional personnel shall meet State certification requirements in keeping with the appropriate instructional program.

SYSTEM PARTICIPATION: Systems planning comprehensive high schools shall agree to:

1. Provide a proportionate share of the cost for constructing and equipping classroom and laboratory facilities that meet requirements of the Office of Adult and Vocational Education. Where existing facilities do not meet specifications, new facilities must be provided. All plans for renovation or new construction must be submitted to the Office of Adult and Vocational Education and the School Plant Services Unit of the Office of School Administrative Services for their approval.
2. Provide adequate funds for instructional supplies and equipment maintenance in keeping with minimum requirements of the Office of Adult and Vocational Education. Maintenance and operation costs for such items as: instructional supplies, utilities, building and equipment maintenance, janitorial service, etc. shall also be provided. An acceptable operating budget providing these services for the comprehensive high schools will be submitted to the Office of Adult and Vocational Education prior to the beginning of each fiscal year; a statement of expenditures for maintenance and operation costs for the school year will be submitted to the Office of Adult and Vocational Education prior to the approval date for the subsequent year's operating budget.
3. Have no additional requirements for graduation than those adopted by the State Board of Education.
4. Provide annually an acceptable plan for transportation of students from designated feeder school(s) (where applicable).

5. Provide secretarial help (at least on a half-time basis) for the vocational supervisor.
6. Provide guidance counselors at a ratio of one counselor for each 500 students. The counseling staff in comprehensive high schools should then accept the responsibility for performing the following functions:
 - a. Pre-admission information service for students in grades 8, 9, and 10.
 - b. Admission counseling and placement.
 - c. Counseling with students enrolled in vocational programs.
 - d. Job placement program.
7. Furthermore, these counselors will participate in in-service programs conducted by the vocational guidance unit of the State Department of Education.
8. Provide base (state MFPE schedule) certificate salary of instructors.
9. Provide in keeping with state salary schedule part of the salary of a non-teaching full-time vocational supervisor (half-time supervisor in schools of less than 1,000) to be responsible for the vocational education program within the school and part-time night classes operated by the school. This vocational supervisor will meet the qualifications set forth in the State Plan for Vocational Education.
10. Appoint an advisory committee for each comprehensive high school. This advisory committee is in addition to the various "craft committees" that are described in paragraph 11 under "Criteria for the Approval of a Comprehensive Developmental Program of Vocational Education" as set forth above. It shall be composed of one member from each of the "craft committees," plus other business and community leaders as needed. This committee shall make recommendations regarding curricula, content, instructional equipment, instructor qualifications, and other matters pertinent to the successful operation of the program so as to insure the occupational competency of its graduates. The advisory committee shall meet a minimum of two times each year for program review, and for evaluating the program and making recommendations concerning program revision. A copy of the minutes of the advisory committee meetings shall be kept on file and available to the staff of the Office of Adult and Vocational Education, State Department of Education.

Application for Comprehensive High Schools: Systems interested in applying for approval for a comprehensive high school may secure application forms from the Office of Adult and Vocational Education, State Office Building, Atlanta, Georgia 30334. A member of the Vocational Education staff will be available to provide consultative help to interested applicants.

Comprehensive High School Agreement: All vocational education construction projects are subject to terms and conditions of an agreement between the State Board of Education and the local school system. The State Plan for the Administration of Vocational Education requires that the local school system enter into a construction contract within twelve months from the date of the agreement with the State Board of Education or date of letter of grant.

The local system must provide an adequate site which generally is not to be a part of the construction project funding request. The site must be owned by the local system or an option held on the site before a project can be funded.

STATE PARTICIPATION: Local systems can receive the following assistance from the Office of Adult and Vocational Education of the State Department of Education for comprehensive high schools which have been recommended as permanent high school sites by a comprehensive survey made within the past two years:

1. Reimbursement to the local school system for a proportionate share (at least 50%) of the cost of construction, renovation and/or approved items of equipment, tools and special laboratory furnishings for approved vocational course offerings. Title to equipment will be held by the State. In the event either party fails to fulfill the agreement to conduct a vocational education program, the equipment may be moved to other locations or withdrawn from the school.
 - a. Matching funds from State and Federal sources for construction and instructional equipment shall be increased (up to 75%) as an incentive for counties or systems with fewer than 1,000 students in grades 9-12 to develop joint comprehensive high schools ("joint" here means a total secondary program on one campus).
 - b. "Two or more school systems may join together by long-term contractual agreement to qualify for larger grants to provide a more adequate vocational program through an area vocational high school center.
 - c. "Capital outlay grants to local school systems for construction, renovation, and equipment shall be based on the ADA of the school or schools. The allotment per ADA shall be determined annually on the basis of the estimated current cost of construction, renovation, and equipment and the availability of State and Federal funds.
 - d. "Local matching requirements also shall be determined annually. Relative need and the local system's ability to provide funds may be considered in determining matching requirements."
2. Reimbursement to the school system for the difference between the base (state MFPE schedule) certificate salary and the salary reimbursement rate approved by the State Board of Education. Any salary supplement above the vocational reimbursement plan shall be paid from local funds.
3. Reimbursement to the school system for 100 percent of the salary of part-time instructors of night classes in keeping with budgeted amounts to systems.
4. Reimbursement to the school system for the salary of a full-time vocational supervisor in keeping with State salary schedules.
5. Development and implementation procedures for evaluating vocational programs in comprehensive high schools.
6. Planning and conducting in-service training programs for vocational personnel.

SOURCES OF FUNDING: Vocational education facilities may be constructed with funds from "The Coastal Plains Commission" (P.L. 89-136, Public Works and Economic Development Act of 1965), "The Appalachian Act" (P.L. 89-4, Sections 211 and 214) and "The Vocational Education Amendments of 1968" (P.L. 90-576). Matching requirements for local funds may differ according to the source of Federal funds, and provisions of the State Plan for the Administration of Vocational Education. Federal funds under Coastal Plains and Section 214 of the Appalachian Act (P.L. 89-4) may be used to reduce the local matching requirement for construction and equipment grants.

REFERENCES:

- A. Cooperative Program Between State and Area Vocational Technical Schools and High Schools.
- B. Guidelines for Appalachian Regional Commission Project Funding.
- C. Job Description for High School Vocational Supervisor.
- D. Qualifications for T&I Teachers.
- E. Planning Federally Assisted Construction of Vocational Education Facilities.
- F. Planning Guide for Construction of High School Vocational Facilities.
- G. Application for Area/Comprehensive High Schools.
- H. Career Education Agreement.
- I. Report on Status, Issues, and Recommendations Regarding Career and Vocational Education in Elementary through Post-Secondary and Adult levels.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the State Coordinator of Area/Comprehensive High Schools.

A DEVELOPMENTAL VOCATIONAL CURRICULUM: KINDERGARTEN THROUGH ADULT

7	8	9	10-11-12
Program of Education and Career Exploration**	Six to Twelve Week Mini-Exploratory Courses	One Year Prevocational Courses	Preparatory Courses in Multi-Occupations
Service	AREA I Service Health Service Public Service Food Service	AREA I Health Service Public Service Food Service	AREA I Para-medical Public Service Food Service
	AREA II Home Economics (Related) Clothing and Textile Child Care Home and Institutional Management Food and Nutrition	AREA II Home Economics Related Occupations	AREA II Child Care Clothing and Textile* Institutional Management
Business Organizational	AREA III Business Office Data Processing Business Contract Management and Finance	AREA III Office Data Processing AREA IV Sales and Distribution	AREA III Office Data Processing AREA IV Sales and Distribution
Technology	AREA IV Industrial Arts (Technology)	AREA V Transportation Communications Construction Manufacturing	AREA V Transportation* Graphic Arts Construction* Drafting and Design Metal Working Electronics Electro-mechanical*
Outdoors	AREA V Agriculture and Natural Resources Production Horticulture Agri-business Forestry Wildlife and Recreation	AREA VI General Agriculture	AREA VI Production Agriculture Horticulture* Forestry Recreation and Wildlife Agri-business* Ag-mechanics***
*Sales would be offered as an option for each course with asterisk **Schools that cannot implement this program must offer an acceptable alternative ***Ag-mechanics and transportation will not be duplicated in the same school		AREA VII Environmental Control Occupations	AREA VII Environmental Control Occupations AREA VIII Cooperative Education

AGRICULTURAL EDUCATION

PURPOSE: The general purposes of the Agricultural Education Program is to provide basic preparation for careers in agriculture for boys and girls enrolled in grades seven through twelve; and to provide new and up-date training in agriculture for young and adult farmers. The general objectives are:

1. To provide students with a basis for making wise career choices by developing their understanding and appreciation of the economic and scientific principles upon which the agricultural industry operates, the occupational opportunities included therein and the entrance requirements for each.
2. To develop in students the proficiencies, basic understanding and specific skills required for either:
 - a. establishing themselves at the entry level in farming or some other type of production agriculture, or
 - b. initial employment in off-farm agricultural occupations.
3. To develop the personal attributes of students and the acquisition of knowledge essential for assuming leadership and citizenship roles in an agricultural society.
4. To provide a background of knowledge, understanding, and competencies that will be helpful in the pursuit of further study in an agricultural college or technical school program in agriculture.
5. To provide training in farm management, new farming practices, and agricultural mechanics to young and adult farmers thus enabling them to become firmly established in farming or to expand their farm operations.

PROGRAM DESCRIPTION: Programs in agricultural education are offered at prescribed grade levels and are based upon State approved Agriculture Curriculum Guides. These programs at their various levels and the methodologies used are described below.

Type of Program and Grade Level:

1. **Exploratory Course in Agriculture Occupations** - In grades 7 or 8 students are given opportunities to investigate and analyze a wide range of occupational roles and work tasks related to agriculture. Learning activities are designed to provide live and simulated exploratory experiences in broad families of agricultural occupations.
2. **Pre-vocational Agriculture** - In the ninth grade students are allowed to select a single occupational area for further investigation and exploration. Occupational families related to the instructional areas of agricultural education enable students to obtain further development of attitudes, skills, and knowledge needed to make career decisions.

3. **Specialized Programs in Agricultural Education** - At the 10th grade level emphasis will shift from a specific agricultural service frame of reference to a somewhat broader concept linking agricultural science with management. The general principles of plant and animal growth, soil science, and basic economics studied during the preceding year will be applied to the field of agriculture; and students will learn how crop, forest, livestock, and poultry production practices are based on the application of scientific laws and principles. Continued emphasis will be placed on the area of agricultural mechanics with the point of concentration being units on farm and home electrification, and concrete and simple woodworking utilizing power tools. Units on homestead management will be undertaken so that the student may begin to see something of the problems and opportunities involved in laying out a homestead, landscaping and maintaining a safe and healthy home environment.

There will be a considerable change of direction in the 11th and 12th grades. This change will be evident not only in the overall objectives of the instructional program, but also in course content, in the nature of the supervised practice program, and in the method of instruction. The teacher will strive to develop to the maximum degree possible vocational competency in the student's choice of specialized areas in agriculture.

The following specialized programs in agricultural education are offered at the 11th and 12th grade level:

1. Production Agriculture
 2. Forestry (Pulpwood Production)
 3. Ornamental Horticulture
 4. Farm Machinery Operation and Maintenance
 5. Agriculture Power Mechanics
 6. Agri-Business Sales and Service
 7. Conservation, Recreation, and Natural Resources
4. **Youth Leadership Activities** - The FFA Youth Organization is designed to supplement the agricultural education program, especially in the area of leadership development. This is accomplished through school, community, state, and national activities such as participation in organized meetings, contests, and other group activities. The local FFA Chapters are affiliated with the State and National Associations. The chapter members develop a local program of work, with a budget which includes proposed expenditures and projected activities for financing the program.
 5. **Young Farmer and Adult Programs in Agricultural Education** - There are two programs of agricultural education offered to adult farmers by teachers of agriculture. These are organized classes of young farmers (young men who are not enrolled in high school up to age 35) or adult farmers (men above the age of 35 who are engaged in farming or some other type of agriculture).

Methods of Conducting Agricultural Education Programs: There are two methods of instruction used in conducting programs of agricultural education.

1. **Classroom--project Method** - This method is designed to provide classroom instruction during the regular school day, supplemented by projects on the home farm and school provided facilities, such as school forest, greenhouse farm and mechanics laboratory.

2. **Cooperative Method** - This method is designed to provide classroom instruction in agribusiness sales and service during the regular school day. The student is placed in a local agribusiness for cooperative on-the-job training in the afternoon and on Saturday.

PERSONNEL REQUIREMENTS: Each full-time in-school program of agricultural education requires one teacher. A full-time program consists of from four to five class periods per day with a maximum 100 students and at least one organized adult class, consisting of at least twenty hours of planned instruction. The Young Farmer program requires one full-time teacher with the major portion of his time being devoted to work with the young and adult farmers in the community. Both the in-school and young farmer teachers are required to make follow-up supervisory visits with their class members, either on the farm or other place of business.

The following qualifications are required for teachers of agriculture:

1. Must hold a BSA Degree from an institution approved for the training of agricultural education teachers and meet State requirements for certification to teach agricultural education.
2. Must have received in-service training in the area for the specialized program being conducted.

SYSTEM PARTICIPATION: Systems desiring to have agricultural education programs agree to do the following:

1. Survey the community to determine the type of agricultural education program needed and provide course offerings as suggested by survey results.
2. Provide space and equipment for the specific agriculture course taught for both in-school students and young adult farmers, and to limit class enrollment in accordance with enrollment specifications and available space.
3. Provide adequate instructional supplies and maintenance funds in accordance with the course offered.
4. Employ qualified teachers meeting state certification requirements.
5. Administer travel funds as determined by the teacher's program of work and provide the teacher with sufficient time for coordinating and supervising project programs, work experiences, and attending approved conferences, workshops, meetings, and varied FFA activities.

STATE PARTICIPATION: Assistance to local systems is available from the Office of Adult and Vocational Education of the Georgia Department of Education. Each school system will receive assistance with:

1. Developing, directing, and evaluating local programs of agricultural education, including policies and procedures.
2. Determining the need for developing or modifying programs to serve more effectively economically depressed, disadvantaged and handicapped students.

3. Developing and providing in-service training programs needed for updating vocational agriculture teachers. Providing in-service programs for new and replacement teachers.
4. Planning for program development, direction, and evaluation, including lab space and equipment for individual schools.
5. Providing consultant services for local in-service programs and meetings, including evaluation of programs of work and activities report and developing and revising curriculum materials.
6. Recommending qualified teachers for agricultural education to local administration.
7. Reviewing and approving annual programs of work for teachers of vocational agriculture.

SOURCES OF FUNDING:

1. State funds
2. Part "B" of the Vocational Education Act. (Public Law 90-576)

REFERENCES: The following references may be obtained from the State Supervisor of Agricultural Education:

- A. State Approved Four-Year Vocational Agriculture Curriculum Guide for High School Students.
- B. Exploratory Curriculum Guide in Agriculture.
- C. Farm Machinery Operation and Maintenance Curriculum Guide.
- D. Agriculture Power and Mechanics Curriculum Guide.
- E. Ornamental Horticulture Curriculum Guide.
- F. Pulpwood Production (Forestry) Curriculum Guide.
- G. Agribusiness Sales and Service Curriculum Guide.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the District Supervisor of Agricultural Education in your respective District.

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BUSINESS AND OFFICE EDUCATION

PURPOSES: (1) To give information about career opportunities and develop positive attitudes toward work; (2) to motivate students to plan more extensively in establishing career objectives for further business training; (3) to develop vocational skills, knowledges, attitudes, and other competencies that are necessary for beginning workers in business occupations and to help them make satisfactory adjustments to the conditions and demands of employment; (4) to provide a laboratory through Vocational Office Training in which students practice the skills, knowledge, and attitudes learned to make the classroom instruction more meaningful and relevant; (5) to provide certain information and skills that will be useful to students in their personal economic planning.

PROGRAM DESCRIPTION:

Program Levels - Business and Office Education provides for sequential programs of career exploration and occupational competencies for job-entry employment.

1. **Mini-Exploratory** - In the eighth grade, students select several occupational families for exploration that are related to their areas of interest. Opportunities are provided for students to enroll in the following mini-courses: Secretarial and clerical; management and finance; and data processing. Learning experiences of the courses emphasize occupational activities in a simulated work environment.

The following are several suggested ways of implementing the mini-courses:

- a. All three mini-courses may be scheduled at the same span of time and the students may choose the one in which they are most interested.
 - b. Each grading period, new students rotate into the business education section making it necessary for the teacher and students to select some objectives from each of the three courses. For example, if there were new students each nine weeks, three weeks could be spent on data processing; three weeks on secretarial and clerical careers; and three weeks on management/finance careers.
 - c. If students are enrolled for a full year, one mini-exploratory course could be taught each quarter.
 - d. The mini-exploratory course includes the typewriter as a communication tool. It is suggested that 20-25 minutes be spent daily in teaching typewriting. Speed and accuracy in the traditional sense are not the major emphasis. The students will use the skills and techniques as a communication tool in performing the various activities throughout the course.
2. **Prevocational** - After students have had opportunities for exploration through mini-exploratory courses, the one-year prevocational course at the ninth-grade level allows them to select a single occupational area for more in-depth investigation and exploration. Occupational

families related to the instructional areas of business enable students to further develop attitudes, skills, and knowledge needed to make additional career decisions.

3. Approved Vocational Business and Office Education Program - In grades 10, 11, and 12, vocational business and office education clusters are provided to prepare students for employment in a family of closely related office occupations or for several office occupational areas.

The four career clusters which may be offered in secondary schools are:

Stenographic, clerical, business management, and data processing.

The stenographic cluster is designed to develop skills for stenographic and secretarial careers.

The clerical cluster is planned to develop skills, knowledge, attitudes, and the confidence needed for entry-level employment in the major clerical occupations.

The business management cluster is designed to serve as a basis for managerial positions in business and to acquaint students with all levels of management as related to business occupations in areas such as law, economics, accounting, and business procedures.

The data processing cluster is developed to give students a basic foundation on which they can build in order to prepare themselves for varied careers in data processing ranging from key-punch operator to systems analyst.

Vocational Office Training - VOT is the cooperative work-training program offered in grades eleven and twelve for students who are preparing for full-time employment in office occupations. These students attend their regular classes in the morning including the VOT Related Instruction period. They are placed in selected offices in the community for on-the-job training during the afternoon for a minimum of 15 hours per week. The teacher-coordinator correlates classroom instruction with on-the-job training by visiting students and planning work experiences cooperatively with the student's employer. This program is described in greater detail under the Vocational Office Training section of this manual.

Youth Organization - Leadership experiences are provided through the Future Business Leaders of America organization for business education students. Local FBIA chapters make up the membership of the State FBIA Chapter and the National FBIA Organization. Activities at these three levels provide for leadership and citizenship experiences, social growth, civic consciousness, and a respect for business enterprise and the American way of life.

PERSONNEL REQUIREMENTS: Business and office education teachers should have no more than 30 students per class and should be responsible for no more than 5 classes per teacher. Persons may be employed as business and office education teachers who meet the following requirements:

Mini-Exploratory

1. A bachelor's degree from an approved four-year college or university with a major in business education.
2. Attend the mini-exploratory business and office education workshop.

Prevocational

1. A bachelor's degree from an approved four-year college or university with a major in business education.
2. Attend the prevocational business and office education workshop.

Approved Business and Office Education Program: The number of business education teachers will be determined by the clusters offered and by class enrollment.

Qualifications - Teachers should have certification in one of the three areas of business education.

1. Comprehensive Business Education - qualifying a teacher in all business subjects except business data processing.
2. Bookkeeping and Business Management - qualifying one to teach all business subjects except shorthand, transcription, and business data processing.
3. Data Processing and Accounting - qualifying a teacher in business data processing and related areas, except shorthand and transcription.

Vocational Office Training: See Vocational Office Training section of this manual.

SYSTEM PARTICIPATION: The System agrees to:

Mini-Exploratory

1. Use a certificated business education teacher from the allotted M.F.P.E. positions.
2. Provide a business education laboratory with equipment as recommended in the Guide for Planning and Construction of School Facilities in Georgia. (Reference C)
3. Encourage the teacher to attend the mini-exploratory business and office education workshop.
4. Consider limiting the enrollment to 25 students per class.

Prevocational

1. Use a certificated business education teacher from the allotted M.F.P.E. positions.

2. Provide a business education laboratory with equipment as recommended in the Guide for Planning and Construction of School Facilities in Georgia. (Reference C)
3. Encourage the teacher to attend the prevocational business and office education workshop.
4. Consider limiting the enrollment to 25 students per class.

Approved Business and Office Education Program

1. Use certificated business education teachers from allotted M.F.P.E. positions.
2. Provide a business education laboratory in each secondary school with equipment as recommended in the Guide for Planning and Construction of School Facilities in Georgia. (Reference C)
3. Limit enrollment to 30 students per class.
4. Permit teachers to teach only one subject during a class period.
5. Require each student to declare in writing his vocational objective.
6. Have a minimum of 15 students in each secondary school who will complete the required courses in the same curriculum cluster.
7. Organize in each secondary school a chapter of the Future Business Leaders of America which will affiliate with the state and national offices.

Vocational Office Training: See Vocational Office Training section of this manual.

STATE PARTICIPATION: Local systems can receive the following assistance from the Office of Adult and Vocational Education:

Mini-Exploratory and Prevocational

1. Help in determining the need for developing the course.
2. Provision of information and assistance in the implementation, operation, and evaluation of the course.
3. Planning and providing in-service conferences.

Approved Business and Office Education Program:

1. Assisting systems in the planning, implementation, operation, and evaluation of the program.
2. Reviewing applications for approval.

3. Planning and providing in-service conferences and youth organization activities.
4. Providing travel funds, within certain limitations, for approved statewide conferences.

Vocational Office Training: See Vocational Office Training section of this manual.

REFERENCES:

- A. A Curriculum Guide for a Career Exploration Program in the Middle/Junior High Schools of Georgia for Business Education Educators.
- B. Criteria for Approval of Vocational Business and Office Education Programs.
- C. A Guide for Planning and Construction of School Facilities in Georgia.
- D. Vocational Office Training Coordinator's Manual.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the State Supervisor of Business and Office Education.

VOCATIONAL OFFICE TRAINING

PURPOSE: (1) To provide a realistic means for expanding and improving the instructional program in office education to better meet the vocational needs of the students; (2) to provide more realistic occupational and educational choices for the students by means of offering greater opportunities to explore and pursue their interests and aptitudes; (3) to provide a more effective program of office education through closer relations among the business education department, the school, the business community, and the public; (4) to create a normal, healthy, and sincere attitude on the part of students toward work.

PROGRAM DESCRIPTION: Vocational Office Training is an educational program in which students receive part-time vocational instruction in the school and part-time employment through on-the-job training. The work situation is used as a "school laboratory" where occupational competencies are developed.

The learning experiences provided on the training job are planned and supervised by both the coordinator and the employer. Classroom instruction is correlated to the activities of the training job and the student's occupational goal. The student receives individual instruction that is directly related to his individual job needs and career goal.

On-the-job training is offered in the junior and/or senior year so that students will graduate well adjusted to the business world with the requisite skills, attitudes, and knowledges for successful employment.

Related Classroom Instruction: Students who enroll in the V.O.T. Program must have developed some minimum degree of skill and ability through appropriate business education courses. Therefore, the students are carefully screened. Class enrollment should be 30 or below to allow for individual instruction and on-the-job supervision. Classroom instruction provides the opportunity to develop further skills and give a workable knowledge of office machines; to give experience in performing a variety of office duties; and to contribute to the development of the student's ability to think on the job.

On-the-Job Training: Training stations are located by the teacher-coordinator in the business community, and qualified students are interviewed for the jobs. After the student is placed, the coordinator and employer (or assigned supervisor) work out a training plan for the student to assure that a number of office procedures and operations will be experienced by the student-trainee while on the job. The coordinator plans his individual instruction to provide a systematic, guided plan of work-experience education for the student.

Youth Organization: Leadership experiences are provided for Vocational Office Training students through the Future Business Leaders of America organization.

PERSONNEL REQUIREMENTS: Coordinators of the Vocational Office Training Program should be responsible for no more than 30 V.O.T. students. They may teach three other business and office education classes with a maximum of 30 students per class. Persons may be employed as Vocational Office Training coordinators who meet the following requirements.

1. A bachelor's degree from an approved four-year college or university with a major in business education.

2. One year or the equivalent of actual experience in office work.
3. One year's teaching experience in business education.

If the coordinator has not completed courses embodying the philosophy and principles of vocational education and methods of administering cooperative programs in office occupations, it is strongly recommended that immediate plans be made to take these courses.

Length of Contract: It is recommended that V.O.T. coordinators be employed for at least eleven months per year. Where desirable and feasible, the coordinator may be employed on a twelve-months' contract.

Summer Program: During the summer months, V.O.T. coordinators should implement programs of summer employment for in-school and out-of-school youth who need or want to work.

SYSTEM PARTICIPATION: Systems operating a V.O.T. program should conform to the following regulations:

1. Use one M.F.P.E. position for the V.O.T. coordinator to operate the program and teach a maximum of three additional business education classes.
2. Provide a business education laboratory with equipment as recommended in the V.O.T. Coordinator's Manual.
3. Agree for coordinator to attend summer conference.
4. Schedule the teacher-coordinator to be released at least two periods for coordination and supervision activities, preferably the last two periods of the school day.
5. Agree that the teaching load will not exceed four business education classes per day--one of which is the V.O.T. related instruction class.
6. Agree to plan schedules of V.O.T. students to permit them to report to work-training stations after a maximum of four class periods.
7. Agree to follow policies and procedures as set forth in the V.O.T. Coordinator's Manual.

STATE PARTICIPATION: The following assistance is available to local systems from the Office of Adult and Vocational Education of the Georgia Department of Education:

1. Provide for extended day and extended year contracts for V.O.T. coordinators in accordance with established vocational policies and salary schedules.
2. Provide funds, within the policies for vocational travel, for the V.O.T. coordinator.
3. Provide information and assistance in the implementation, operation, and evaluation of the program.

SOURCES OF FUNDING: Part B Federal Vocational Funds and state funds.

REFERENCES:

A. Vocational Office Training Coordinator's Manual.

B. Criteria for Approval of Vocational Business and Office Education Programs.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the State Supervisor of Business and Office Education.

CONSUMER AND HOMEMAKING EDUCATION

PURPOSE: The purpose of consumer and homemaking education is to provide programs which (a) help students identify and develop certain fundamental competencies that will be effective in personal and family living; (b) give greater consideration to social and cultural conditions and needs; (c) prepare youth for the role of homemaker, including those who have entered or are preparing to enter the work of the home; (d) give emphasis to consumer education.

PROGRAM DESCRIPTION: Consumer and homemaking education provides an opportunity for boys and girls to acquire knowledge, attitudes and skills essential to participate concurrently and to prepare for future roles as family members. This is accomplished through classroom experiences, home-degree projects, and Future Homemaker activities. The program may operate for ten, eleven or twelve months. Teachers on extended day and year contracts visit and supervise home-degree projects and Future Homemaker activities, conduct leadership clinics, carry students to camp, and teach organized classes to out-of-school youth and adults.

Classroom Experiences: Instruction in the areas of food and nutrition, clothing and textiles, family and child development, and housing and management is included. Students are given opportunities to solve family-centered problems through small group activities, individualized instruction, and through carrying out home-degree projects. Laboratory experiences are a part of food and nutrition and clothing and textiles curriculum. Play school and observation of children are a part of the family and child development curriculum. Emphasis is given to instruction in consumer education in all areas. Resource persons, field trips, films, film strips, film loops, and other visual aids are used.

Home Degree Projects: Students develop and carry out a program of work which includes projects (a minimum of one per quarter) related to areas of classroom instruction on the level in which the student is enrolled. Projects are selected and planned to achieve specific learning objectives and provide for the acquisition of additional knowledge and skills. These are correlated with the requirements of the F.H.A. degree program. The instructor visits the homes of students to plan, supervise and/or evaluate projects. Individual plans for each student's project program are filed in the department.

Future Homemaker Activities: The Future Homemaker organization functions as an integral part of the home economics program and provides a framework in which youth-planned and youth-directed activities can be extended beyond the classroom to enrich learning and develop leadership. F.H.A. activities focus on individual growth, the family, education, development of occupational competencies, preparation for marriage and careers and on youth's role in society and the world.

F.H.A. chapters affiliate with the state and national organization, submit programs of work and hold regularly scheduled meetings.

Adult Instruction: Teachers on extended year contracts are expected to offer classes for adults and out-of-school youth designed to upgrade their competencies in managing and changing their roles as homemaker-wage earners. A unit of adult instruction is defined as not less than 12 hours of instruction to a group of adults or out-of-school youth. These classes are followed with individualized instruction as needed.

PERSONNEL REQUIREMENTS: One full time vocational home economics teacher for each 120 students enrolled in home economics. Class size should be limited to 24 unless the laboratory is equipped for a larger number.

Vocational Home Economics Teacher Qualification: The vocational home economics teacher shall hold a bachelor's degree from an institution approved for the training of vocational home economics teachers and meet state requirements for certification to teach in a reimbursed program in Georgia. Home Economics graduates from non-approved institutions may qualify for teaching in the vocational program by attending an approved institution to complete state requirements.

SYSTEM PARTICIPATION: The system agrees to:

1. Make available a two year basic course in home economics in the 9th grade or above.
2. Offer one or more elective courses as prevocational at 8th grade level, advanced home economics, specialized courses and family living for boys and girls.
3. Provide space and equipment that is adequate to carry on individual and group activities necessary for teaching all areas of home economics and for the maximum number enrolled in any one class.
4. Provide an allowance in money for instructional supplies for the home economics department.

Recommended scale per teacher:

Minimum of \$4.50 per pupil for enrollment of 100 and over.

Minimum of \$4.75 per pupil for enrollment of 75 to 100.

Minimum of \$5.25 per pupil for enrollment of 75 and under.

5. Provide an unencumbered conference and/or planning period in the teacher's daily schedule.
6. Administer and monitor travel funds.

STATE PARTICIPATION: Local systems can receive the following assistance through the Office of Adult and Vocational Education of the Georgia Department of Education:

1. Provision of leadership in developing, directing, and evaluating local programs of home economics.
2. Development and interpretation of policies and procedures for extended day and year contracts.
3. Assistance for school officials in clarifying administrative procedures, interpreting plan of reimbursement and/or initiating new programs.
4. Assistance in determining need for developing, continuing, or modifying programs to serve more effectively the economically depressed, disadvantaged and handicapped students.

5. Planning and leadership for in-service training programs for home economics teachers. Provision for in-service programs for new and replacement teachers to strengthen programs and promote continuity of programs.
6. Making of visits to schools for the purpose of improving classroom instruction.
7. Reviewing and evaluating programs of work and activities reports.
8. Giving guidance in developing up-to-date curriculum.
9. Serving as consultants for local in-service programs and meetings.

SOURCE OF FUNDING: Part F, Vocational Education Amendments of 1968 and State funds.

REFERENCES:

- A. The Vocational Education Amendments of 1968 (Public Law 90-576), Part F.
- B. Georgia State Plan for the Administration of Vocational Education, Part I, 8.0.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the District Supervisor of Home Economics in your respective area.

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OCCUPATIONAL HOME ECONOMICS

PURPOSE: The program of home economics has two emphases--consumer and homemaking education and education for wage earning. Occupational home economics is a planned sequence of courses which allows a student to achieve goals according to his occupational aspirations. In occupational home economics, emphasis is placed upon providing opportunities for students to acquire knowledge and develop entry level skills to become employable and for job success in an occupation requiring home economics knowledge and skills.

PROGRAM DESCRIPTION: Home Economics provides for an articulated and sequential program of career exploration as a basis for occupational home economics. These are offered on three different levels of learning.

Levels of Learning:

1. **Mini-Exploratory Courses** - In grades 7 or 8 students are given opportunities to investigate and analyze a wide range of occupational roles and work tasks related to home economics. Learning activities are designed to provide live and simulated exploration experiences in broad families of occupations.
2. **Pre-Vocational Courses** - In grades 8 or 9 students are encouraged to select basic courses in consumer and homemaking education to aid them in strengthening the other aspect of their dual role as homemaker-wage-earner.
3. **Occupational Cluster Courses** - At the 10th, 11th, and 12th grade levels, programs are designed for students to select a single occupational area related to home economics for further investigation and for development of at least entry level skills. Where possible, programs are designed to train students for a cluster of jobs related to an occupational area rather than to limit their possibilities by training for a single skill job. Note. Training for a single skill job is often desirable in programs serving disadvantaged or handicapped students.

Program Areas: Four major program areas as identified by the Department of Health, Education, and Welfare are offered in Georgia high schools.

These include:

1. Care and Guidance of Children
2. Clothing Management, Production and Services
3. Food Management, Production and Services
4. Home Furnishings, Equipment, and Services

Types of Programs: Occupational home economics programs are of two types.

1. **Laboratory-Preparatory Program** - (Recommended for 10th or 11th grade students.) These programs are designed to provide one hour each day of classroom instruction related to the occupation for which the student is training and one or more hours each day in related laboratory experiences.

2. **Cooperative Part-Time Program** - (Recommended for 11th or 12th grade students.) These provide for one hour each day of technical instruction related to the occupation for which the student is training and an average of 15 hours per week of on-the-job training. The major portion of employment should be during school hours.

Class Size and Length: Class size is determined by the type of program, area, and level offered. Generally, size of class is limited to 15 to 20 students.

For all cluster laboratory-preparatory courses, a two-hour block of class time is required. One hour of classroom instruction per day is required for mini-exploratory or pre-vocational courses. For cooperative part-time courses, one hour per day of related classroom instruction and an average of 15 hours per week on-the-job training are required.

Youth Leadership Activities: FHA has been expanded to better meet the need of students enrolled in occupational home economics classes. Chapters that are made up totally of occupational home economics students may be called HERO-FHA chapters. HERO (Home Economics Related Occupations)-FHA (Future Homemakers of America) is an integral part of occupational home economics. It provides a framework in which youth planned and youth directed activities can be extended beyond the classroom to enrich learning and develop leadership.

PERSONNEL REQUIREMENTS: Personnel requirements are determined by the area, type, level, and number of occupational home economics programs offered and the needs of the local community. It is recommended that the occupational home economics teacher in a cooperative part-time program be employed for a period of 1 to 2 months beyond the regular school year to plan and execute the many varied activities related to job planning, placement, supervision and evaluation. Teachers of laboratory preparatory programs, mini-exploratory or pre-vocational levels may be employed for a regular school term.

Teacher Qualifications: Teachers are given three options to qualify to teach occupational home economics:

1. Teachers shall meet the state certification requirements to teach vocational home economics at the secondary level. Special preparation will be required for teaching occupational areas.
2. Teachers shall hold a B.S. Degree in home economics and a minimum of 1 year work experience in the occupational area in which training is being taught.
3. Teachers shall hold a B.S. Degree with a concentration in the occupational area being taught.

Home Economics teachers will not need to meet the work experience requirements to teach at the mini-exploratory or pre-vocational levels.

Teacher Responsibilities: Each teacher will prepare and submit annually a program of work which details activities and justifies additional pay for work beyond the school day or year.

SYSTEM PARTICIPATION: The system agrees to do the following:

1. Operate the program according to the guidelines.
2. Provide adequate time in the schedule of each student enrolled in occupational home economics classes to meet the minimum time requirements.
3. Employ qualified teacher(s).
4. Provide time for extended day and/or extended year.
5. Provide space and equipment needed for training in the occupational area or course taught.
6. Provide adequate instructional supplies and ample maintenance funds in accordance with the course offered.
7. Administer travel funds, as determined by teacher's program of work, for coordinating and supervising work experiences and attending approved conferences, workshops, meetings, and varied HERO-FHA activities.

STATE PARTICIPATION: Local systems can receive the following assistance through the Office of Adult and Vocational Education of the Georgia Department of Education:

1. Provision of funds for extended day and/or extended year contracts.
2. Provision of consultation in planning, developing and evaluating the program and planning and evaluating laboratory space and equipment.
3. Provision of leadership for inservice programs for teachers and for developing up-to-date curriculum materials.
4. Provision of assistance to teachers where needed.

SOURCE OF FUNDING: Part B, Federal funds from Vocational Amendments of 1968, and State funds.

REFERENCES:

- A. The Vocational Education Amendments of 1968 (Public Law 90-576), Part F.
- B. Georgia State Plan for the Administration of Vocational Education, Part I, 8.0.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager.

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DISTRIBUTIVE EDUCATION

PURPOSE: Distributive Education is a vocational instruction program designed to meet the needs of high school students who are preparing to enter employment in occupational classifications in the marketing and distributing of products and services in retailing, wholesaling, and service selling businesses. Competency based classroom instruction and on-the-job supervised training and work experience provide students the opportunity to acquire the knowledge and develop the attitudes and skills necessary for success in distributive occupations.

PROGRAM DESCRIPTION: Distributive Education involves a cooperative business relationship between employers of the community and the public school. Classroom instruction is based on competencies needed in distributive employment. These competencies are:

1. Marketing Competencies - selling, sales promotion, buying, operations, market research, management.
2. Technology Competencies - product knowledge, service knowledge, special techniques.
3. Social Ethic Competencies - business social skills, human relations, supervisory skills, public relations.
4. Basic Skills Competencies - application of math and communications.

On-the-job supervised training and work experience make classroom instruction relevant and practical.

Levels of Learning - Distributive Education provides a sequenced program of career development.

1. Pre-Vocational. In grade 10, Distributive Education may be offered to students over 14 years of age who have a tentative interest in distributive occupations, and who can benefit from the training. Students are introduced to the field of distribution and the unlimited career opportunities it offers in our free enterprise system, and have the opportunity to examine their own qualifications to determine whether they are suited for employment in distribution.

The program is designed to provide one period a day of classroom instruction that is vocationally relevant to the student's occupational objectives. The teacher-coordinator arranges individual and group participation activities and projects for vocational application of instruction.

2. Vocational. At the 11th and 12th grade level, Distributive Education is a sequenced two-year program designed so that students may continue classroom instruction with on-the-job supervised training in a distributive occupation of their choice. Instruction focuses on development of the marketing competencies needed in their jobs, with emphasis on selling, sales promotion, and operations.

Types of Programs - Distributive Education programs are of two types.

1. Cooperative Part-Time Program: Offered in grades 11 and 12. Program is a two-year sequence designed to provide one (1) hour each day of classroom instruction in marketing and distribution related to students' jobs during the junior and senior years. Students must be employed in the distributive occupation in which they are being trained for an average of fifteen hours per week . . . the total time shall not exceed the time spent in school throughout the year.

A minimum of two classes per day shall be offered in distributive education separating 1st year D.E. students from 2nd year D.E. students.

2. Project-Laboratory Program: (Recommended for 11th and 12th grades where business community is too small to provide sufficient relevant on-the-job training) These programs are designed to provide one hour each day of classroom instruction related to the student's occupational objective and one or more hours each day in simulated laboratory experiences.

NOTE: A separate accelerated class, focusing heavily on marketing competencies may be offered for seniors only for those who have been unable to schedule a vocational cooperative program related to their career objective.

Youth Leadership Activities - DECA (Distributive Education Clubs of America) is an integral part of the distributive education program. It is student planned and directed with the teacher serving as advisor. Its goals are (1) to develop respect for education in marketing and distribution that will contribute to vocational competence, (2) to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

PERSONNEL REQUIREMENTS: One full-time distributive education teacher-coordinator for each full-time high school cooperative D.E. program. (Number of students to be served determine number of teacher-coordinators needed) A minimum of 25 students must be enrolled in a full-time distributive education program; optimum enrollment shall be 35 students; maximum 45. (Reference A) Persons may be employed as D.E. teacher-coordinators who meet the following requirements:

Professional Preparation:

1. Should have bachelors degree from an approved college or university, preferably with a major in marketing or retailing.
2. Should meet the state certification requirements to teach distributive education.
3. Should have completed a minimum of one (1) year of full-time paid work experience in a distributive business, or 3,000 hours if such experience was part time, or occupational experience acquired through an organized plan of directed work experience conducted as part of a teacher-training program.

4. **Provisional Certification:** A Provisional Certificate may be issued as provided in Requirements and Regulations for the Certification of Teachers (Reference B, page 34).

It is recommended that the distributive education teacher-coordinator be employed for a period of 1 to 2 months beyond the regular school year to plan and execute the many diverse activities involved in job planning, identification of appropriate training stations, placement of students, supervision, coordination, and evaluation.

SYSTEM PARTICIPATION: The System agrees to do the following:

1. Survey the community and identify program needs--adequate job opportunities upon graduation, and availability of adequate training stations.
2. Limit class enrollment in accordance with program enrollment specifications. (A minimum of 25 students must be enrolled in a full-time distributive education program; optimum enrollment shall be 35 students; maximum 45, Reference A).
3. Provide adequate time in the schedule of each student enrolled in D. E. to meet minimum time requirement.
4. Provide space (1,375 sq. ft.) and equipment (see approved equipment list) needed for training in D.E.
5. Provide instructional materials - \$10 per co-op student for new D.E. programs; \$5 per co-op student for established programs (separate and apart from State textbooks or library funds) is recommended.
6. Employ qualified teacher(s).
7. Administer travel funds, as determined by teacher's program of work, for coordinating and supervising training and work experiences, and attending approved conferences, workshops, meetings and varied DEC/ activities.

STATE PARTICIPATION: Assistance is available to systems from the Office of Adult and Vocational Education of the Georgia Department of Education in the following ways:

1. Assistance in developing, directing, and evaluating local D.E. programs.
2. Developing and interpreting policies for extended day and year contracts.
3. Assistance to school officials in clarifying administrative procedures, interpreting plan of reimbursement and/or initiating new programs.
4. Giving assistance in determining need for and developing programs to serve disadvantaged and handicapped students more effectively.
5. Planning and providing leadership for in-service training programs for D.E. teacher-coordinators. Providing in-service program for new and replacement teachers to strengthen program.

6. Visiting schools to assist with:
 - a. Program planning, development, direction and evaluation.
 - b. Planning and evaluating space and equipment.
 - c. Orientation of new teachers.
7. Reviewing and evaluating programs of work and activities reports.
8. Providing consultative service for local in-service programs and meetings.
9. Recommending qualified teachers to local administration.
10. Making up-to-date information on teaching materials available to teachers.

SOURCES OF FUNDING: Part B Federal Vocational Funds and State Funds.

REFERENCES:

- A. Policies Governing the Regular Program of Vocational Education in Distributive Education in Georgia.
(Approved by State Board of Education 1957)
- B. Requirements and Regulations for the Certification of Teachers.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the State Supervisor of Distributive Education.

INDUSTRIAL ARTS EDUCATION

Grades 1-12

PURPOSE: The purpose of industrial arts is to prepare individuals to understand and contribute to the improvement of our technological culture. As an integral part of the total program of education, it provides unique opportunities for students to obtain industrial technological experiences. It assists in the discovery and development of personal aptitudes, interests, creative technical abilities, self-reliance, sound judgement and resourcefulness through problem solving and self-expression in an environment related to industry. Unique purposes of industrial arts are: (1) To develop insights and understandings of industry and its technology in our culture; (2) To discover and develop career interests and capabilities of students in technical fields; and, (3) To develop the ability to use tools, materials, and processes in solving technical problems. (See Reference A)

PROGRAM DESCRIPTION: A comprehensive industrial arts program begins in the elementary school and continues through the high school. The total program is divided into levels of development: elementary, middle school and high school.

The elementary level is concerned with career awareness.

In the middle grades the program is exploratory in nature providing students an opportunity to gain experiences in a variety of laboratory and classroom activities that help them to better understand themselves and our technological society.

Industrial arts education at the high school level provides opportunities for boys and girls to acquire knowledge, attitudes and basic skills essential to participate in the future roles of tradesmen, technicians, technologists, engineers, scientists, teachers and adults in a technological society and "World of Work."

This is accomplished through experiences in classrooms, laboratories, action program (production laboratory) activities, home maintenance activities and youth club activities. Teachers on extended day and extended year contracts visit and supervise action programs (production laboratory), home maintenance projects and Georgia Association of Industrial Arts Clubs activities, conduct leadership clinics and teach organized classes to students beyond the school day and year.

Elementary: The elementary program in grades 1-5, 6, or 7, is composed of an awareness program concerning our technical society and the broad areas of careers within the technical areas. Informal constructional activities and a study of the "World of Work" may be carried out by the elementary school teacher in the regular classroom to enrich the common learning programs. Specialists in the area of industrial arts should be used for consultative purposes to these teachers. (See attached Chart & Reference A)

Middle School: Grades 6, 7, 8, or 7, 8, 9 - Level I-II. The middle school industrial arts program consists of quarter (mini-exploratory) courses on the 7th or 8th grade level providing students an opportunity to select several different areas during the year. Quarter courses are

offered in the areas of manufacturing, construction, communications, and transportation. During the quarter, students have an overview of the total area with emphasis on career opportunities and the technical aspect of the content. These quarter courses are mini-exploratory Level I courses and provide students with a variety of laboratory and classroom experiences. Quarter courses may also be organized around the traditional areas of woods, metals, drafting, electricity, graphic arts and power in schools that have not moved toward the new curriculum areas. Systems that have not implemented the quarter system can introduce the above areas through a general industrial arts course taught for a full year and composed of content from several of the quarter courses. Quarter courses may be combined to form a general industrial arts course in systems not on a quarter system. After students have had an opportunity to take one or several of the quarter courses on the 7th or 8th grade level (Level I, Mini-exploratory) they have the opportunity to take a full year course in one of the areas (manufacturing, construction, transportation, communications). Yearly courses may also be offered in the traditional areas of woods, metals, drafting, electricity, electronics, graphic arts and power. These courses continue to be exploratory but to many students the courses are pre-vocational. During the full year course, students continue to explore but in more depth in a particular area, receiving more technical knowledge and more knowledge about specific careers in the selected area. IACP World of Construction and IACP World of Manufacturing are two courses that have been developed commercially, and complete instructional materials, hardware, etc. are now available. (See Chart I, References A, B, D, E, F)

Senior High School: Grades 9-12 or 10-12. Instruction in the areas of general industrial technology (courses are drafting, woods, metals, electronics, graphic arts, power mechanics); vocational industrial "clusters" (transportation, manufacturing, construction, communications) and industrial pre-college (research and development, American industries, engineer drafting and descriptive geometry, architectural drafting, etc.) and designed to serve all students, boys and girls, enrolled in school. Some of these courses better serve vocational objectives, while others serve college objectives and still others, an industrial general education objective. Several of these courses may serve overlapping objectives, such as vocational education, career education and pre and post-secondary industrial education. The "career education" concept will be evident in several of these courses. Students are given opportunities to solve industrial technical problems through small group activities, individualized instruction, action program (production laboratory) and home maintenance projects. Laboratory experiences are a major part of all courses in directing the students in general technology courses, vocational-industrial "cluster" courses and pre-post-secondary courses. Emphasis is given to the concepts of career education in all courses.

Industrial Arts Beyond the School Day and School Year: Students in the action program (production laboratory) activities develop a company similar to "Junior Achievement" with experiences in setting up a company, selling and producing a product and liquidating the company. Students in home maintenance activities develop a program of work which includes projects related to classroom instruction on the level in which the

student is enrolled. Projects are selected and planned to achieve specific learning objectives and provide acquisition of additional knowledge and skills. Correlation of action program (production laboratory) activities is made with such courses as "World of Manufacturing" and with home maintenance activities with such courses as "World of Construction." The instructor visits industries and homes of the students to plan, supervise and/or evaluate projects. Individual plans for students on their home maintenance projects are maintained in the industrial arts department. Extended year activities are explained under Youth and Adult Instruction.

Georgia Association of Industrial Arts Clubs - American Industrial Arts Student Association: The state and national student organizations are integral parts of the industrial arts program and provide frameworks in which youth-planned and youth-directed activities can be extended beyond the classroom to enrich learning and develop leadership. The youth activities focus on individual growth, leadership development, craftsmanship, scholarship, ethics, recreation, consumer education and preparation for industrial careers in the industrial aspects of our society. Local clubs affiliate with the state (GAIAAC) and national (AIASA) organizations, submit programs and hold regular meetings.

Extended School Year - Youth and Adult Instruction: Teachers on extended year contracts are expected to offer instruction and/or activities to serve youth, both in-school and out-of-school, designed to upgrade their competencies for preparation for advancement toward further educational opportunities. Teachers on twelve months extended year contracts most likely will teach in-school youth for a fourth quarter of the school year and/or a program for out-of-school youth and adults designed to meet their education needs. Teachers on eleven months extended year contracts mostly will engage in activities similar to the following: Development and modification of curriculum materials, laboratory renovation and organization, tool and machine maintenance, teaching short courses to students and teachers, and participation in in-service programs.

PERSONNEL REQUIREMENTS: One certified Industrial Arts teacher (See Reference G) can teach five industrial arts classes with up to 25 students per class during the regular day.

SYSTEM PARTICIPATION: The system should provide the following:

1. Adequate facilities for total program. (See Reference B, item 345, page 36, and Reference C, complete)
2. Adequate equipment for programs. (See Reference B, item 346, page 36)
3. Instructional supplies necessary for all courses. (See Reference B, item 357, page 37)
4. Administration of travel funds as available.
5. Provide adequate number of teachers under MFPE for program.
6. Provide leadership in utilizing state guides and recommendations in developing and operating program.

STATE PARTICIPATION: Local school systems may request the following services from the Office of Adult and Vocational Education.

1. Extended day and extended year contracts for selected teachers.
2. Assistance in developing, directing, and evaluating local industrial arts programs.
3. Assistance in determining needs for developing and modifying programs to effectively serve all students.
4. Assistance in developing curriculum materials.
5. Visits to schools for the purpose of giving direction toward improving the instructional program.
6. Assistance in developing and designing new facilities.

SOURCE OF FUNDING: MFPE, local funds, NDEA Title III, and state and vocational funds (where local systems qualify).

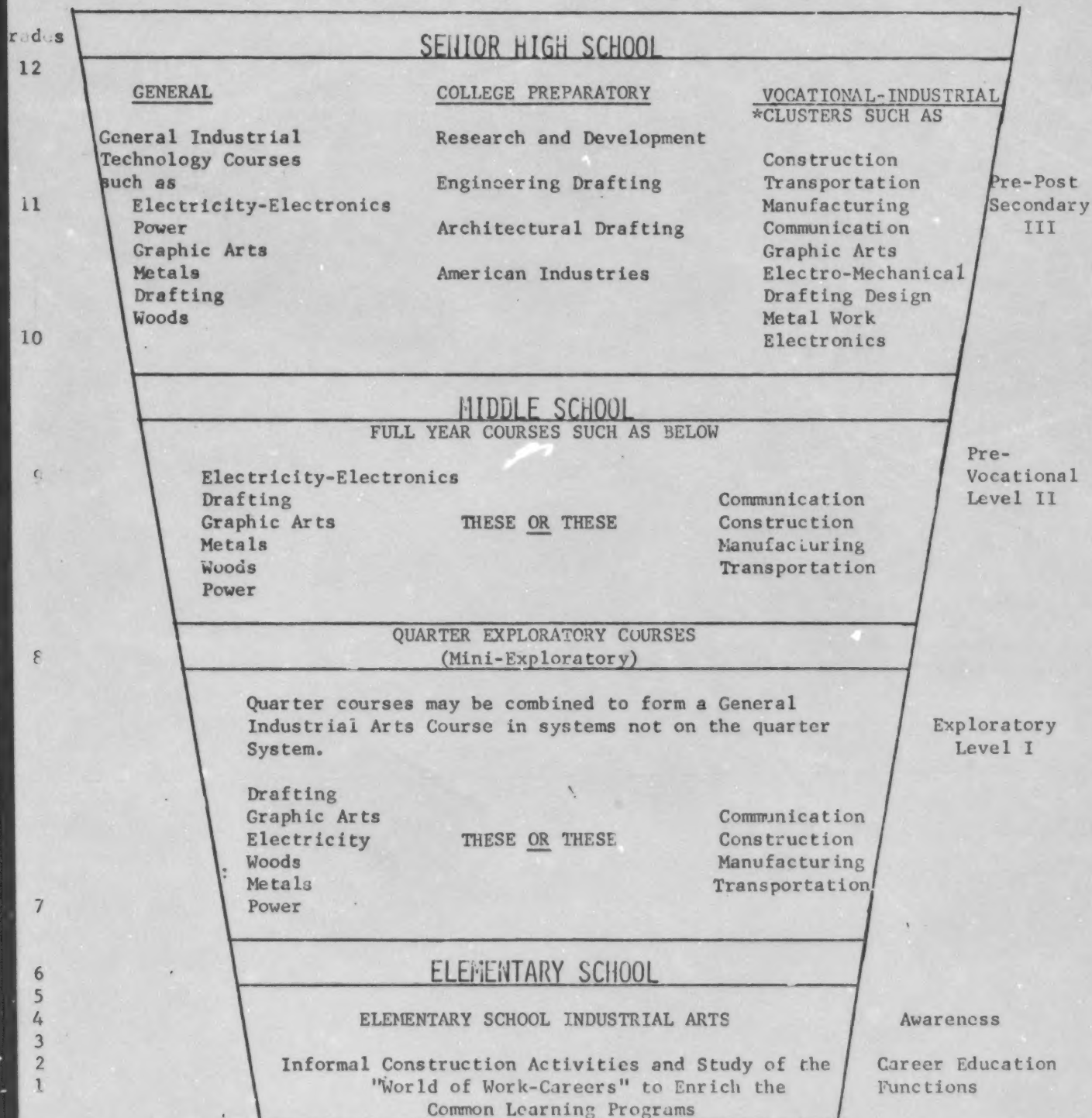
REFERENCES:

- A. "Curriculum Framework for Georgia's Schools, a Guide to Curriculum Planning," 1967.
- B. "Standards for Public Schools of Georgia," 1972.
- C. "Industrial Arts Facilities," 1967.
- D. "Policies for the Establishment of Area Vocational High Schools," 1967.
- E. "Criteria for the Establishment and Operation of Area Vocational High Schools," 1970.
- F. "Federal Register" Public Law 92-318, The Educational Amendments of 1972, amends the definition of Vocational Education in Vocational Education Act of 1963.
- G. Requirements for Teachers' Professional Certification, 1971.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the State Coordinator of Industrial Arts Education.

STUDENT GOALS

College Preparatory, Adult, Leisure, Engineers, Scientist, Industrial Education Teachers, Technicians, Tradesmen and General Education-Living in a Technological Society.



*In small High Schools these clusters will be taught by the industrial arts staff.

TRADE AND INDUSTRIAL EDUCATION
LEVEL: Grades 10 - 12

PURPOSE: Trade and Industrial Education in the secondary schools is designed for students who wish to prepare to enter a trade or industrial pursuit upon graduation, or to further his education in the post-secondary vocational-technical schools or college. Trade and industrial pursuits include any industrial pursuit, skilled or semi-skilled trade, craft, or occupation which directly functions in the designing, producing, processing, assembling, maintaining, servicing, or repairing of any product. Service occupations that are trade and industrial in nature are also included.

PROGRAM DESCRIPTION: Day trade programs are operated on a laboratory or shop basis within the school. These shops are planned, organized and equipped to simulate as near as possible the environment in which the trainee will eventually work.

Most trade programs are organized on two-hour blocks of time and are two years in length. However, trade programs may be organized on three-hour blocks of time and three years in length.

All new day trade programs are organized on the cluster concept, and existing programs are being modified along these lines too. This concept is designed to train students for job entry level skills in a family of related occupations in order to give the student an opportunity to develop a broader range of entry level skills.

Some of the most common clusters are construction occupations, transportation occupations and health occupations. The construction cluster consists of most of the processes used in residential construction. This course is designed to include brick and block masonry, cement finishing, carpentry, residential wiring and plumbing. It provides a good example to illustrate the cluster or multi-occupational concept.

PERSONNEL REQUIREMENTS: One teacher per cluster area is needed. This will take care of sixty students when two hour blocks of time are used, or forty students for three hour blocks of time, serving twenty students during each block of time. The applicant for teaching positions must have had two years approved occupational experience beyond the accepted learning period in the occupation he is to teach. A bachelor degree in the field may be substituted for one year's work experience prior to employment. The applicant must also be a high school graduate. (Admission as a regularly enrolled student to an accredited institution of higher education will be accepted as proof of satisfactory completion of requirements for high school graduation.) Applicants for teaching positions in occupations for which State law requires registration or licensure must be duly registered or licensed themselves prior to employment. For example, persons who will be teaching nursing, cosmetology, aviation mechanics, etc., must meet the State's requirements for registration.

The initial vocational education permit may be renewed for one year provided the permit holder earns five quarter hours of college credit in professional vocational education courses. The permit may continue to be renewed in this manner for one year at a time until the permit holder earns 20 quarter hours of college credit in

professional vocational education courses. Upon earning the required 20 quarter hours of college credit, the permit may be renewed for a three-year period. Thereafter, the permit may continue to be renewed at three-year intervals provided the permit holder earns during the three-year period at least ten quarter hours of college credits as a part of a planned program to obtain professional certification in vocational education. Upon earning professional certification, no additional professional preparation will be required.

SYSTEM PARTICIPATION: Systems planning to operate day trade programs shall agree to:

1. Provide an instructor's base salary from local funds or the local system's normal MFPE teacher allotment funds.
2. Provide from local funds all consumable supplies that would be used in the instructional program.
3. Provide laboratory or shop facility and instructional equipment for laboratory.

STATE PARTICIPATION: Local systems can receive the vocational portion of an instructor's salary providing the system submits a VE-16 Vocational Contract. The local system must also request these funds in their local plan for vocational education.

Local systems may be eligible for State assistance to help with construction and equipment cost in the development of a comprehensive high school. Systems may also be eligible for equipment grants for the development of single programs. Contact your program manager to determine if your system qualifies for a grant and specific funding arrangements.

SOURCE OF FUNDING: Part B funds of the Vocational Education Amendments of 1968 and State Vocational Education funds.

REFERENCES: "Minimum Qualifications for Professional Personnel, Area Vocational-Technical Schools."

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the State Supervisor of Trade and Industrial Education.

DIVERSIFIED COOPERATIVE TRAINING
LEVEL: Grades 11 and 12

PURPOSE: To provide on-the-job training programs in trade and industrial education for students who are preparing themselves through in-school and on-the-job experiences for full-time employment in trade and industrial occupations.

PROGRAM DESCRIPTION: Diversified cooperative training students spend one-half day in school completing those courses required for graduation. A minimum of one period of the student's day schedule is devoted to the related instruction program taught by the teacher-coordinator in the DCT classroom.

A DCT coordinator also has the responsibility for selecting the training stations and placing the students for training. Schedules for most DCT students are planned so that they may report to their training stations immediately after lunch. At the training station, the student receives supervised on-the-job training in accordance with the schedule of job processes and work experience developed by the coordinator and the trainer.

Frequent visits are made to the student's training station by the teacher-coordinator for conferences with the employer and/or trainer relative to on-the-job training progress of the student and to effectively correlate the related instruction program with on-the-job training being received by the student.

Youth Organization: The Vocational Industrial Clubs of America is a local, state, and national organization for youth, boys and girls, enrolled full-time in trade and industrial education classes. Any student enrolled full-time in a trade and industrial education class may become a member. Membership is voluntary. Clubs are formed at the local level and make up the State Association, and the various State Associations make up the National Organization. VICA activities include leadership development conferences and competitive activities program. Competitive activities are sponsored in eight general areas and twenty-two skilled trade areas.

PERSONNEL REQUIREMENTS: One DCT coordinator is required for each DCT Program. A full-time program consists of 25 - 45 students.

1. **Occupational Experience** - The applicant must have had two years of approved practical experience as a wage earner in one or more skilled trades or industrial occupations.
2. **General Education** - The applicant must be a graduate of a standard four-year college with a bachelor degree.
3. **Professional Certification** - The applicant must have a bachelor degree with a major in trade and industrial education, or he must hold a bachelor degree from a standard four-year college and have earned a minimum of 30 quarter hours of approved credit in professional trade and industrial education. In the event the applicant does not have a major in trade and industrial education, he may be issued a permit for teaching diversified cooperative training. Before he can receive a permit, the applicant must have completed a minimum of five quarter hours credit in professional trade and industrial education including training in the development and coordination of cooperative programs. For continued renewal of this permit, the holder must earn an additional five quarter hours

of approved credit in professional trade and industrial education each year until a minimum of thirty quarter hours credit is earned.

4. Request from Employing Authority - The prospective school employer must officially request certification of the applicant before a permit is granted.

SYSTEM PARTICIPATION: Systems planning to operate a Diversified Cooperative Training Program shall agree to:

1. Provide an instructor's base salary from local funds or the local system's normal MFPE allotment funds.
2. Provide from local funds the materials necessary to conduct the classroom instructional program.
3. Provide an adequate facility for the classroom.

STATE PARTICIPATION: Local systems can receive the vocational portion of an instructor's salary provided the system submits a VE-16 Vocational Contract. The local system must also request these funds in their local plan for vocational education.

SOURCE OF FUNDING: Federal Part B funds of the Vocational Education Amendments of 1968 and State Vocational Education funds.

REFERENCES:

- A. Certification Requirements for Teachers in Trade and Industrial Education.
- B. Program Definition, Diversified Cooperative Training.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the State Coordinator of DCT Programs.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION PROGRAM

PURPOSE: To provide underachieving students with concrete experiences geared to their interests and levels of achievement. These concrete experiences in a vocational laboratory or work station are used as a vehicle for learning the more abstract skills in math, science and communication skills.

PROGRAM DESCRIPTION: The Coordinated Vocational-Academic Education Program is designed to serve those students 14 years of age and older, whose learning styles differ markedly from the college-bound student.

The Program is designed on an interdisciplinary approach wherein students are block scheduled (scheduled in a group) so that each discipline can be taught in relation to what the student is doing in the lab or on the job.

A team of teachers working in the program meet periodically (weekly or bi-weekly) to coordinate their particular disciplines with the occupation(s) in which the students are engaged.

Cooperative Aspects: Students who enter the CVAE program are assisted in finding jobs. Younger students (14 and 15 year olds) may be placed in jobs within the school system until the time that they can demonstrate the level of maturity needed to hold jobs in private businesses.

Academic subjects are taught in relation to the particular occupational area in which the students are employed. Carnegie units may be awarded for successful completion of work assignments.

Classroom Activities: Classroom activities in the CVAE program include guest speakers, resource people, films and filmstrips, occupational kits, etc. Group guidance activities such as role playing, group discussions and group projects are also used to allow students an opportunity for learning about occupations, procedures for seeking employment, interviews and applications for jobs, training requirements, educational avenues, fringe benefits, etc. The dignity and importance of all occupations are stressed in these activities.

PERSONNEL REQUIREMENTS: One full time teacher-coordinator for every 60 students enrolled in the program at the junior high level, and 45 students at the senior high level.

CVAE Teacher-Coordinator Qualifications:

- A. The teacher selected to coordinate the program must hold a current T-4 Georgia Teacher Certificate, have one year teaching experience, and have at least one year of work experience outside of teaching (may be cumulative experience). Coordinators of the program should have an interest in and a desire for working with students who are classified as school alienated.
- B. Persons employed as CVAE Coordinators must attend a six-week, graduate level, summer school pre-service session in preparation for operating the program. The new teacher-coordinator must also successfully complete a specified internship course during the first year of employment.

- C. Teacher-Coordination who do not already hold a masters degree are encouraged to pursue a masters degree program in either Cooperative Vocational Training or Guidance and Counseling.

SYSTEM PARTICIPATION: Systems operating a CVAE program shall agree to the following:

1. To provide a permanent standard classroom facility for the program.
2. To make provision for the coordinator to attend a six-week summer program prior to beginning work as a coordinator, and to enroll in a specified internship course during the first year of employment.
3. To enroll only those students who are (a) functioning two or more grade levels below their chronological peers, (b) frequently absent, (c) school alienated, and (d) of dull normal intelligence or above.
4. To provide for block scheduling of students in order that subject matter might be interlocked.
5. To assign the CVAE program coordinator no more than three CVAE classes or sections of students ranging in size from 15 to 20 students.
6. To provide release time of at least two periods during each school day for the purpose of coordination. (Contacting employers, arranging transportation, supervising students on the job, developing training agreements, etc.)
7. To have the principal review and approve a monthly report of coordinator's extended day activities and submit one copy to the appropriate state supervisor.
8. To place teachers on 10, 11 or 12 month contracts, based on their planned program of work made with and recommended by the principal of their school and approved by the superintendent.
9. Place teachers on Extended Day Group B - 1 hr., C - 1½ hrs., D - 2 hrs., as recommended by the principal and approved by the superintendent.

STATE PARTICIPATION: The following assistance is available to local systems from the Office of Adult and Vocational Education of the Georgia Department of Education:

1. Eligible systems may receive grant funds for operation of CVAE program subject to the availability of Federal funds for special needs programs.
2. Provision of funds for extended day and extended year contracts for CVAE Coordinators in accordance with established vocational pay schedules.
3. Provision of travel funds in accordance with established monthly amounts for the purpose of carrying out program responsibilities.
4. Provision of funds for classroom supplies and instructional materials.
5. State consultation services, evaluation procedures and monitoring of programs.

SOURCES OF FUNDING: Public Law 90-576 Title I, Part G

REFERENCES:

- A. Coordinated Vocational-Academic Education, State Department of Education, April 1970.
- B. CVAE Coordinator's Handbook
- C. CVAE Operational Procedures

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area or the State Coordinator of CVAE Programs.

FINANCE AND REIMBURSEMENT

PURPOSE: To reimburse local school systems for approved vocational programs.

Sources of Funds for Vocational Education Programs

Federal funds are made available under the Vocational Education Amendments of 1968 - Public Law 90-576. (Reference A)

Part A, section 102b - This is a special allocation of funds which may only be used for disadvantaged programs; 100% federal support.

Part B - This basic grant may be used for secondary, post-secondary or adult programs; 10% must be used to serve the handicapped, 15% must be used to serve the disadvantaged, and 15% must be used for post-secondary programs. State and local funds must match federal funds expended.

Part C - Funds under this section are to be used for research. 75% federal support is provided for the State research coordinating unit. Vocational research for personnel training, developmental, experimental, pilot programs and dissemination is provided with 90% federal support and 10% State and local matching.

Part D - These funds must be used for exemplary vocational programs, 100% federal support.

Part F - These funds must be used for consumer and homemaking education. One third of these funds must be spent for economically depressed or high unemployment areas. 50% federal support is provided except for economically depressed or high unemployment areas where 90% federal support is provided.

Part G - This is a special allocation for cooperative vocational education programs; 100% federal support.

Part H - These funds are designated for Work Study programs with 80% federal support.

Computer Printout-Renewal Contracts

As a part of the Local Plan, a renewal computer printout is prepared to renew reimbursement contracts for each vocational teacher. This printout will include teacher name, State and Federal funds, local funds, MFPE funds, approved travel, etc.

Corrections may be made on the printout when the Local Plan is prepared and submitted to the Program Manager. Reimbursement amount is based on pay schedule approved by the State Board of Education (See Pay Schedules attached), (Reference B, 30-2313). Upon approval of the annual Local Plan, monthly salary reimbursements are paid to local school systems. Reports of terminated teachers are made on Form DE 0250 (sample attached).

New and Replacement Teachers

When a vocational teacher is initially employed, a teacher contract Form DE 138 is prepared and submitted to the Program Manager. Form DE 138 (sample attached)

will include teachers name, State and Federal funds, MFPE funds, approved travel, etc. Local school systems will be reimbursed monthly. These teachers will be listed on the printout for future annual renewal.

Extended D

Reimbursement is in accordance with pay schedule approved by the State Board of Education and automatically paid monthly. (Reference B, 30-2323)

Extended Year

Reimbursement for July and August summer months will be paid from vocational funds for all vocational teachers including agriculture and home economics. Source of funds, MFPE and vocational, is indicated on Form DE 138 or the renewal printout. (Reference B, 30-2323)

Travel Expense

Travel expense for teachers is approved on the renewal printout on Form DE 138 for new and replacement teachers. Teachers who have approved MFPE travel are reimbursed from the Minimum Foundation Program. Local personnel not under MFPE (certain positions such as area high school supervisors, young farmers, etc.) who have approved vocational travel will submit Form DE 0170 (sample attached). For Travel Regulations, refer to Georgia Accounting Handbook for Local School Systems, Chapter 40. (Reference C)

Disadvantaged and Handicapped Funds

Local systems request reimbursement on Form VE 52 supported by Form VE 53. Form 102A is required for equipment inventory. Reimbursement will not exceed approved budget.

Equipment

- A. Area Vocational Technical Schools and Comprehensive or Area Vocational High Schools.
 - 1. Obtain approval to purchase equipment on Form 101 (sample attached).
 - 2. Request reimbursement on Form VE 52 with Form 102A.
- C. Other authorized equipment purchases not covered by specific instructions will be reimbursed on submission of Form DE 0170 and Form 102A.

Construction

Construction projects are approved by the State Board of Education. Reimbursement is requested on Form DE 0170. Supporting invoices or statements must be attached. (Reference D)

Work Study

Reimbursement for Work Study will be requested on Form VE 13. This request must include student name, number of hours worked, and hourly rate.

REFERENCES:

- A. Vocational Education Amendments of 1968, Public Law 90-576.
- B. Policies and Executive Procedures, State of Georgia, Board of Education and State Superintendent of Schools, May 1972.
- C. Georgia Accounting Handbook for Local School Systems.
- D. Planning Federally Assisted Construction of Vocational Education Facilities.

FOR FURTHER INFORMATION: Contact the Vocational Education Program Manager for your area.

Schedule of Reimbursement to Local School Systems for Salary Supplements for Supplemental

1. High School Vocational Teachers except T & I

Begin
for 9

PROGRAM	0 Year		1st Year		2nd Year		3rd Year		4th-5th Year	
	Month	Year	Month	Year	Month	Year	Month	Year	Month	Year
<u>For Teachers with 4-Year Professional Certificate</u>										
Group B	46.67	560.04	47.29	567.48	47.92	575.04	49.38	592.56	49.38	592.56
Group C	70.00	840.00	70.93	851.16	71.88	862.56	74.07	888.84	74.07	888.84
Group D	93.34	1120.08	94.58	1134.96	95.84	1150.08	98.76	1185.12	98.76	1185.12
<u>8th-9th Year</u>										
	Month	Year	Month	Year	Month	Year	Month	Year	Month	Year
Group B	52.71	632.52	56.25	675.00	56.25	675.00	56.25	675.00	56.25	675.00
Group C	79.06	948.72	84.37	1012.44	84.37	1012.44	84.37	1012.44	84.37	1012.44
Group D	105.42	1265.04	112.50	1350.00	112.50	1350.00	112.50	1350.00	112.50	1350.00

PROGRAM	0 Year		1st Year		2nd Year		3rd Year		4th-5th Year	
	Month	Year	Month	Year	Month	Year	Month	Year	Month	Year
<u>For Teachers with 5-Year Professional Certificate</u>										
Group B	50.63	607.56	51.46	617.52	52.71	632.52	54.79	657.48	54.79	657.48
Group C	75.94	911.28	77.19	926.28	79.06	948.72	82.18	986.16	82.18	986.16
Group D	101.26	1215.12	102.92	1235.04	105.42	1265.04	109.58	1314.96	109.58	1314.96
<u>8th-9th Year</u>										
	Month	Year	Month	Year	Month	Year	Month	Year	Month	Year
Group B	58.33	699.96	61.67	740.04	61.67	740.04	61.67	740.04	61.67	740.04
Group C	87.49	1049.88	92.50	1110.00	92.50	1110.00	92.50	1110.00	92.50	1110.00
Group D	116.66	1399.92	123.34	1480.08	123.34	1480.08	123.34	1480.08	123.34	1480.08

Hours required beyond regular school day:	GROUP	PER SCHOOL DAY	PER SCHOOL WEEK
	B	1	5
	C	1½	7½
	D	2	10

2. Reimbursement for Young Farmer Teachers will be 90% of total of MFPE salary plus salary supplement services. Ten percent paid by local school system.

3. Reimbursement for Adult Agriculture Teachers will be for MFPE, salary supplement for supplement \$600 annual supplement.

Approved by State Board of Education March 14, 1974

Reimbursement to Local School Systems for Salary Supplements for Supplementary Services

Teachers except T & I

Beginning September 1, 1974
for School Year 1974-75

1st Year		2nd Year		3rd Year		4th-5th Year		6th-7th Year	
Month	Year	Month	Year	Month	Year	Month	Year	Month	Year

For Teachers with 4-Year Professional Certificate

47.29	567.48	47.92	575.04	49.38	592.56	49.38	592.56	52.71	632.52
70.93	851.16	71.88	862.56	74.07	888.84	74.07	888.84	79.06	948.72
94.58	1134.96	95.84	1150.08	98.76	1185.12	98.76	1185.12	105.42	1265.04

10th-11th Year		12th-13th Year		14th Year	
Month	Year	Month	Year	Month	Year
56.25	675.00	56.25	675.00	56.25	675.00
84.37	1012.44	84.37	1012.44	84.37	1012.44
112.50	1350.00	112.50	1350.00	112.50	1350.00

1st Year		2nd Year		3rd Year		4th-5th Year		6th-7th Year	
Month	Year	Month	Year	Month	Year	Month	Year	Month	Year

For Teachers with 5-Year Professional Certificate

51.46	617.52	52.71	632.52	54.79	657.48	54.79	657.48	58.33	699.96
77.19	926.28	79.06	948.72	82.18	986.16	82.18	986.16	87.49	1049.88
102.92	1235.04	105.42	1265.04	109.58	1314.96	109.58	1314.96	116.66	1399.92

10th-11th Year		12th-13th Year		14th Year	
Month	Year	Month	Year	Month	Year
61.67	740.04	61.67	740.04	61.67	740.04
92.50	1110.00	92.50	1110.00	92.50	1110.00
123.34	1480.08	123.34	1480.08	123.34	1480.08

ar school day:	GROUP	PER SCHOOL DAY	PER SCHOOL WEEK
	B	1	5
	C	1½	7½
	D	2	10

Farmer Teachers will be 90% of total of MFPE salary plus salary supplement for supplementary paid by local school system.

Agriculture Teachers will be for MFPE, salary supplement for supplementary services, plus

Education March 14, 1974

**Schedule of Reimbursement to Local School Systems
for Vocational and Adult Basic Education Personnel**

Eff
for

DEGREE	Step 0		Step 1		Step 2		Step 3		Step 4		S
	Index %	Salary	Index %	Salary	Index %	Salary	Index %	Salary	Index %	Salary	Index %
No Degree	100%	823	103%	848	106%	872	109%	897	112%	922	115%
Bachelor's	105%	864	108.5%	893	112%	922	115.5%	951	119%	979	122.5%
Master's	112.5%	926	116.5%	959	120.5%	992	124.5%	1025	128.5%	1058	132.5%
Six Year	117.5%	967	122%	1004	126.5%	1041	131%	1078	135.5%	1115	140%
Seven Year	122.5%	1008	127%	1045	131.5%	1082	136%	1119	140.5%	1156	145%
Clerk I		389		405		422		438		455	
Clerk II		431		453		475		497		519	
Clerk III		471		499		526		553		581	

MONTHLY SUPPLEMENTS FOR POST SECONDARY AND ADULT BASIC EDUCATION

\$75 Technical Education Teachers

\$125 Assistant Coordinators

\$175 Coordinators

\$250 Directors Class I School (Enrollment between 240 and 400 day enrollment and 360 to 600

\$275 Directors Class II School (Enrollment between 400 and 1000 day enrollment and 600 to 2000

\$300 Directors Class III School (Enrollment between 1000 day enrollment and 2000 evening enrollment)

MONTHLY SUPPLEMENT FOR SYSTEM DIRECTORS AND CESA VOCATIONAL COORDINATORS

\$250 plus 10% of applicable schedule Class I System (ADA 10,000 to 29,999 - grades 1-12)

\$275 plus 10% of applicable schedule Class II System (ADA 30,000 to 49,999 - grades 1-12)

\$300 plus 10% of applicable schedule Class III System (ADA 50,000 or more - grades 1-12)

MONTHLY SUPPLEMENT FOR HIGH SCHOOL PERSONNEL

\$175 Vocational Supervisors

Trade and Industry teachers are reimbursed on the above schedule less applicable MFPE schedule

PART-TIME PERSONNEL

Part-time teachers are reimbursed at an hourly rate obtained by dividing applicable monthly salary by average hours instruction per month).

NOTE: 1. Administrators may not be reimbursed for additional part-time teaching duties.

2. System Directors, CESA coordinators and high school vocational supervisors are reimbursed

Approved by State Board of Education March 14, 1974

**Schedule of Reimbursement to Local School Systems
for Vocational and Adult Basic Education Personnel**

**Effective September 1, 1974
for School Year 1974-75**

Step 1		Step 2		Step 3		Step 4		Step 5	
Salary	Index %	Salary	Index %	Salary	Index %	Salary	Index %	Salary	Index %
823	103%	848	106%	872	109%	897	112%	922	115%
864	108.5%	893	112%	922	115.5%	951	119%	979	122.5%
926	116.5%	959	120.5%	992	124.5%	1025	128.5%	1058	132.5%
967	122%	1004	126.5%	1041	131%	1078	135.5%	1115	140%
1008	127%	1045	131.5%	1082	136%	1119	140.5%	1156	145%
389		405		422		438		455	
431		453		475		497		519	
471		499		526		553		581	

POST SECONDARY AND ADULT BASIC EDUCATION

tion Teachers
inators

- I School (Enrollment between 240 and 400 day enrollment and 360 to 600 evening enrollment)
- II School (Enrollment between 400 and 1000 day enrollment and 600 to 2000 evening enrollment)
- III School (Enrollment between 1000 day enrollment and 2000 evening enrollment)

SYSTEM DIRECTORS AND CESA VOCATIONAL COORDINATORS

- licable schedule Class I System (ADA 10,000 to 29,999 - grades 1-12)
- licable schedule Class II System (ADA 30,000 to 49,999 - grades 1-12)
- licable schedule Class III System (ADA 50,000 or more - grades 1-12)

HIGH SCHOOL PERSONNEL

visors

achers are reimbursed on the above schedule less applicable MFPE schedule.

e reimbursed at an hourly rate obtained by dividing applicable monthly schedule by 120
ction per month).

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s may not be reimbursed for additional part-time teaching duties.
ors, CESA coordinators and high school vocational supervisors are reimbursed at 75% of schedule.
of Education March 14, 1974

GEORGIA TEACHER SALARY SCHEDULE **SCHOOL YEAR 1974-75**

YEARS OF EXPERIENCE

Type of Certificate	0	1	2	3	4	5	6	7	8	9	10
DD-7				10538	10817	11097	11376	11655	11934	12213	12492
TS-6				9526	9771	10015	10259	10503	10748	10992	11236
T-5	7886	8096	8305	8514	8724	8933	9142	9352	9561	9771	9980
B-5	7433	7625	7817	8008	8201	8393	8585	8777	8968	9160	9352
T-4	6979	7153	7328	7502	7677	7851	8026	8200	8375	8549	8724
B-4	6879	6879	6879	6879	6879	6879	6879	6879	6879	6879	6879
XB-4	6779	6779	6779	6779	6779	6779	6779	6779	6779	6779	6779
*T-3					6652	6684	6717	6749	6782	6815	6847
*T-2					6324	6347	6370	6393	6417	6440	6463
Vocational Permit					6224	6224	6224	6224	6224	6224	6224

Annual supplement for visiting teacher and curriculum director is based on \$700 for the provisional certificate and \$1230 for the professional certificate.

Annual supplement for principal is based on \$60 per teacher for the provisional certificate and \$100 per teacher for the professional certificate with a maximum of 25 teachers.

Superintendent's base salary is the same as teacher except that the superintendent is paid for twelve months work. Superintendent's supplement is based on average daily attendance and certificate as follows:

A.D.A.	Provisional Certificate (A-4)	Professional Certificate (A-5, A-6 or DD-7)
3,000 or less	\$ 600	\$1,500
3,001 to 6,000	900	2,000
6,001 to 12,000	1,200	2,500
Above 12,000	1,500	3,000

*These certificates no longer issued or renewed.

GEORGIA TEACHER SALARY SCHEDULE **SCHOOL YEAR 1974-75**

YEARS OF EXPERIENCE

	3	4	5	6	7	8	9	10	11	12	13	14
	10538	10817	11097	11376	11655	11934	12213	12492	12772	13051	13330	13609
	9526	9771	10015	10259	10503	10748	10992	11236	11480	11725	11969	12213
5	8514	8724	8933	9142	9352	9561	9771	9980	10189	10399	10608	10817
7	8008	8201	8393	8585	8777	8968	9160	9352	9545	9737	9928	10120
8	7502	7677	7851	8026	8200	8375	8549	8724	8898	9073	9247	9422
9	6879	6879	6879	6879	6879	6879	6879	6879	6879	6879	6879	6879
9	6779	6779	6779	6779	6779	6779	6779	6779	6779	6779	6779	6779
		6652	6684	6717	6749	6782	6815	6847	6880	6912	6945	6979
		6324	6347	6370	6393	6417	6440	6463	6486	6509	6532	6559
		6224	6224	6224	6224	6224	6224	6224	6224	6224	6224	6224

Curriculum director is based on \$700 for the provisional certificate and \$1230 for

\$560 per teacher for the provisional certificate and \$100 per teacher for the 15 teachers.

Teacher except that the superintendent is paid for twelve months work.
Average daily attendance and certificate as follows:

Provisional Certificate **(A-4)**

\$ 600
900
1,200
1,500

Professional Certificate **(A-5, A-6 or DD-7)**

\$1,500
2,000
2,500
3,000

Approved by the State Board of Education
March 14, 1974

ed.

Office of Adult and Vocational Education (OAVE)
Atlanta, Georgia 30334

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PERSONNEL AGREEMENT

(s) FOR STATE USE ONLY

1. _____
(System/School Code)

2. _____
(System Name)

3. _____
(School Name)

4. _____
(Employee's Last Name First Middle Initial Suffix)

5. _____
(Employee Social Security Number)

6. _____
(Date Employment Begins)

7. _____
(Date Employment Ends)

8. _____
(Course Code - Course Title)

9. _____
(Certificate Type)

10. _____
(Certificate Number)

11. _____
(No. of Years Approved Experience)

12. ☐ 10 ☐ 11 ☐ 12
(Number of Months in Program)

13. _____
(Salary Pay Code)

14. (s) _____
(Salary-State OAVE Only)

15. (s) _____
(Salary-Federal OAVE Only) Aug. _____
Sept. _____

16. This Year (Salary-OAVE Funds Only) Monthly

17. _____
(Salary - Local Funds Only)

18. _____
(Salary - M.F.P.E. for 10 Months)

19. _____
(Salary - M.F.P.E. for Summer)

20. _____
(Salary - Yearly Total)

21. _____
(Approved M.F.P.E. Travel)

22. _____
(Approved OAVE Travel)

PROGRAM AREA (Check one)

- ☐ Secondary Schools, Vocational
☐ Post-Secondary Schools, Vocational
☐ Adult Basic Education
☐ Public Libraries

23. Teacher Retirement Data (Check one)

- ☐ 1. Member of State Retirement System of Georgia
☐ 2. Member of TRS but Not Making Contributions
☐ 3. Member of Local Retirement System
☐ 4. Member of No Retirement System

24. PROGRAM IDENTIFICATION

- Level: ☐ Elementary ☐ Post Secondary
☐ Secondary ☐ Adult
Kind: ☐ Preparatory ☐ Cooperative B
☐ D & H ☐ Cooperative G
☐ Consumer & Homemaking
☐ non-depressed area
☐ depressed area
Serves: ☐ Regular ☐ Disadvantaged
☐ Handicapped
Position: ☐ Administration/Supervision
☐ Guidance ☐ Instruction

25. This agreement

- ☐ establishes a new position
☐ replacement position for

Name _____ Termination date _____

FOR STATE USE ONLY

26. (s) _____
(WORK UNIT NUMBER)

27. (s) _____

Fund	FRC	%
(s) Fund	FRC	%

it is agreed and understood that the person identified herein is employed for an approved program conducted under policies of the Georgia State Board of Education.
salary of the employee covered by this agreement is to be paid monthly; reimbursement by the State Department of Education is to be made monthly upon receipt and approval of properly executed reports.
approval is subject to compliance with Title VI of PL 88-352 and the availability of funds.
fulfillment of the contract is contingent upon receipt of federal funds; should federal funds be less than projected, salaries will be ratably reduced.
In witness whereof, the parties have affixed their signatures:

Requested By: _____ Recommended By: _____ Approved By: _____
(Authorized LEA Signature) (Title) (State Supervisor) (Division Director)
Date _____ Date 77 Date _____

TERMINATION OF VOCATIONAL REGULAR SALARY CONTRACT

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GEORGIA STATE DEPARTMENT OF EDUCATION
Office of Adult and Vocational Education
State Office Building
Atlanta, Georgia 30334

(EMPLOYEE'S NAME)

(CONTRACT NUMBER)

(SYSTEM NAME)

(SYSTEM NUMBER)

(SCHOOL NAME)

(SOCIAL SECURITY NUMBER)

(COURSE TITLE & CODE)

(DATE OF TERMINATION)

This is to advise that the above named salary contract has been terminated.

(SUPERINTENDENT OR DIRECTOR)

(DATE)

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Form 0250, September 1973

(DISTRIBUTION: White copy — Administrative Section, Canary copy — Accounting, Pink copy — Vocational Services,
Goldenrod copy - Local systems, detach and retain this copy.)

KIND

- SERVES

- APPROVED: STATE DIRECTOR _____

REQUISITION

73
Reimbursement
Period CoveredREFERENCE NO. 305858

UNIT _____ SYSTEM NO. _____

PROJECT NO. _____

PROJECT _____

From / / To / /

SYSTEM NAME _____

FROM _____ TO _____

Line	Description	Funds Available	Expenditures
1	Director		
2	Secretary/Clerk		
3	Other Administrative Staff		
4	Instructors - Full Time		
5	Instructors - Part Time		
6	Laboratory/Research Personnel		
7	Instructor's Assistants		
8	Consultants		
9			
10	Employee Benefits		
11	Travel		
12	Office Supplies/Communications		
13	Instructional Supplies		
14			
15	Equipment		
16	Student/Contracted Services		
17	Curriculum Development		
18	Participants/Grant-in-Aid		
19	Building Alterations		
20	Other Costs		
21	TOTAL		

I certify the above is correct and that the funds have been expended in accordance with the regulations of the approved
 State Plan for Vocational Education, Subscribed and sworn to before me this _____ day of _____, 19____

Notary Public

Approved: State Supervisor

(Signature of School System Superintendent)

Approved: State Director

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TO ACCOUNTING

[illegible]

_____ Requisition for Reimbursement or

_____ Requisition for Credit to be Applied as Matching Funds

School System _____

School _____

Instructional
Unit _____

Items Approved on EQUIPMENT FORM 101 No. _____

Dated _____ 19____

ITEM NO.	QUAN- TITY	UNIT	DESCRIPTION AND SPECIFICATIONS (Manufacturer and Catalog No.)	DATE RECEIVED	TOTAL AMOUNT	STATE USE ONLY INVENTORY NUMBER
TEAR ALONG THIS LINE EXCEPT LAST PAGE						

TOTAL (Last Page Only)

This is to certify that the above listed items of equipment have been purchased by the system board of education for use in the area vocational program and school indicated hereon. That this equipment is on inventory and will be permanently marked with the above inventory number. That the local board of education assumes responsibility for the safekeeping of said equipment and hereby requisitions for reimbursement or credit in the amount of \$_____.

Signed _____ Subscribed and sworn to before me this _____ day of _____ 19____

(SYSTEM SUPERINTENDENT OF SCHOOLS OR DIRECTOR)

My commission expires **83**

(NOTARY PUBLIC)

(SEAL)

REQUEST FOR APPROVAL OF EQUIPMENT PURCHASES

APPROVAL NO. _____

School System: _____

School Name: _____

Instructional Unit: _____

FOR STATE USE ONLY

Fund Program _____ F.R.C. Code _____ Taxonomy No. _____ Work Unit _____

Funding: Federal _____ % State _____ % Local _____ % Project No. _____

ITEM NO.	QUANTITY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
Tear along this line except last page.					

TOTAL (Last Page Only)

REQUESTED BY: _____ (System Superintendent of Schools or Director)

Approved (with changes shown). Purchase orders must be received in State Office within 60 days of approval date, but not later than June 5 of the fiscal year in which approved, or the items will be cancelled. Items approved must be purchased on a competitive bid basis. Reimbursement must be requested within two years from the approved date, otherwise, the items will be cancelled.

APPROVED BY: _____

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APPROVED DATE: _____

DEFINITION OF TERMS

1. Adult Vocational Education - Vocational Education which is designed to provide training or retraining to insure stability or advancement in employment of persons who have already entered the labor market and who are either employed or seeking employment.
2. Area Vocational High School - A vocational center designed to serve secondary students from two or more schools or school systems on a part-day basis.
3. Clusters - The cluster concept broadens vocational course offerings to include several occupational courses in one laboratory rather than one specific occupational course. It is aimed at the preparation of tenth, eleventh, and twelfth grade youth for entry level capability in a variety of related, rather than specific occupations. The cluster is based on the assumption that most secondary school students have no realistic basis for decision making along the lines of selecting a specific trade. It is designed to broaden the individual's employability by virtue of offering a wider range of employment skills across several occupational areas. It is believed that this type of training will enable the individual to move back and forth over several occupational areas as well as vertically within the occupation. Occupational clusters include health occupations, food service, child care, clothing and textiles, home and institutional management, business and office (approved programs), data processing, marketing and distribution, auto body repair, construction, cosmetology, drafting and design, electro-mechanical, electronics, graphic arts, metal working, transportation, agriculture power and machinery, forestry, recreation and wildlife, horticulture, landscaping, production agriculture.
4. Completions by Services

Agriculture - A completion in vocational agriculture is defined as a student who successfully completes two or more years of vocational agriculture at the secondary level and graduates or drops out of school. A student who remains in school after completing two years of vocational agriculture should not be counted until he graduates or leaves school.

Business Education - One-third (1/3) of total enrollment

Distributive Education - A completion is defined as a student who successfully completes the required sequence of instruction in a vocational program of study and graduates or leaves school. If a student leaves school prior to graduation, he must have successfully pursued a program of vocational education with a marketing and distribution occupational objective to the point that he can be successfully employed in the field for which he has been trained before he can be considered a completion.

Home Economics - One-third (1/3) of total enrollment)

Trade and Industrial - A completion is defined as a student who successfully completes the required sequence of instruction in a vocational program of study and graduates or leaves school. If a student leaves school prior to graduation, he must have successfully pursued a program of vocational

education with a trade and industrial occupational objective to the point that he can be successfully employed in the field for which he has been trained before he can be considered a completion.

5. Comprehensive High School - Any high school that offers a developmental vocational curriculum that meets the criteria for vocational programs in such schools.
6. Consumer and Homemaking Education - Education designed to help individuals and families improve home environments and the quality of personal and family life, and includes instruction in food and nutrition, child development, clothing, housing, family relations, and management of resources with emphasis on selection, use and care of goods and services, budgeting, and other consumer responsibilities.
7. Cooperative Vocational Education Program - A cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative vocational education work-study program.
8. C.V.A.E. - Cooperative Coordinated Vocational and Academic Education lends itself to students age fourteen years and above who are potential dropouts and are not achieving at a level commensurate with their ability. The overall objective of the program is to provide the individual with additional insight to help him realize the need for staying in school, and to increase his earning capacity and self-worth. Specific objectives are to develop positive attitudes about self and one's ability to become a contributing member of society; to provide the individual with competencies in applying basic and/or advanced academic skills to activities of daily life on the job, at home, and in the community; to provide work experience that will develop job attitudes and job skills needed to get and hold a job; and to raise the student's academic level in keeping with his abilities.
9. Disadvantaged Persons - Classify the disadvantaged student according to one of the following categories and classifications:

Category I (Special Program) This category applies to students that are placed in special programs or classes designed especially for the disadvantaged who are not admitted or enrolled in regular vocational programs because of:

 - A. Lack of basic academic and/or vocational skills normally obtained as a prerequisite to enrollment or placement in a vocational program.
 - B. An overaged or underaged person whose age would be a barrier to suitable employment.
 - C. Low family income resulting in lack of financial resources to cover expenses normally incurred by all students while participating in a vocational program.
 - D. Demonstrated alienation toward school.

Category II (Regular Program) This category applies to students that are admitted into regular vocational programs but cannot or are not succeeding because of one of the following conditions:

- A. A demonstrated and measured lack of basic educational and/or vocational skills which impedes learning at the normal rate for the established program.
 - B. Persons whose financial resources due to low family income or poverty places a hardship on consistent attendance or performance in an established program.
 - C. Persons with low family incomes, minority groups, or unemployed workers that display lack of motivation for completing an established program.
 - D. Members of ethnic minority groups who face difficulty in finding suitable employment in a field for which trained because of discrimination.
10. Elementary Career Development - At the elementary school level, career development education should result in the student demonstrating a positive attitude toward work, school, and self as a present and future worker. To accomplish this outcome, career development activities would be fused into the existing curriculum. In performing the career tasks, pupils would apply basic skills in mathematics, social science and communication. Their activities would be sequential in nature, moving from familiarization with the kinds of occupations found in their immediate home environment to those in the school and in the immediate and broader community. Activities would include participation in miniature work experiences selected to represent a cross section of the occupational spectrum.
11. Entry Level Job Skill - A student can be said to be specifically prepared for an entry level job when he has completed one of the following:
- 1. Five units in vocational education.
 - 2. An approved business education program.
 - 3. A vocational high school cluster.
 - 4. A special summer program.
 - 5. A program for a single skill occupation.
 - 6. A post-secondary curriculum.
 - 7. A senior plan program.
 - 8. Four years of vocational agriculture.
 - 9. Two years in a cooperative education program.
12. Equipment - As distinguished from supplies and other materials, mean a fixed or moveable article or set of articles which meets all the following conditions: (1) the article retains its original shape and general appearance with reasonable care and use over a period of at least one year; (2) it is non-expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it than to replace it with an entirely new unit; and (3) it does not lose its identity through incorporation into a different or more complex unit or substance.
13. Evaluation - Evaluation of the results of the program of instruction will be made periodically on the State level by the State Board and the State Advisory Council and continuously on the local level with the results being used for

necessary change or improvement in the program through experimentation, curriculum development, training of vocational education personnel, or other means.

14. Exploratory - A program for the middle grades designed to provide students with experiences through emphasis on real and simulated work activities, and knowledge about the total range of available occupations and careers. Such exploratory experiences and knowledge would serve as a base from which future educational and career choices could be made.
15. Follow Through - The concept of follow through implies providing other personal monitoring and assistance necessary to insure that students succeed. The intensiveness of the follow through function for dropouts should equal the investment that is made for those who remain in school. This implies that school systems in fact, as well as theory, keep jurisdiction over the young within its borders until they are either graduated or have reached the age at which they may be regarded as adults. Such efforts would require action oriented counselors who know where and how to get help. Such counselors should be placed on annual contract so that the follow through can be continuous. This service provides on-the-job visitation, help in job adjustment and regular visits with each student until he becomes a stable employee.
16. Gainful Employment - Employment in a recognized occupation for which persons normally receive in cash or in-kind a wage, salary, fee or profit.
17. Handicapped Persons - If a student is classified as handicapped, classify according to one of the following categories:
 1. Trainable Mentally Retarded - The rate of intellectual development is approximately one-fourth to one-half of their normal peers. (I.Q.'s 25-50)
 2. Educable Mentally Retarded - The rate of intellectual development ranges from one-half to three-fourths of normal intellectual growth. (I.Q. 50-75) The large majority of these students with certain exceptions will achieve maximally at sixth grade level.
 3. Hearing Impaired
 - a. Hard of Hearing - Any student who has difficulty in hearing normal conversational tones - the hearing is defective, but functional with or without a hearing aid.
 - b. Deaf - Students are considered deaf when the sense of hearing is non-functional.
 4. Speech Impaired - Speech is considered defective when it deviates from average speech, calls attention to itself, interferes with communication, or causes the possessor to be maladjusted, the major categories are: (1) articulatory disorders which will account for about 80%. (2) voice disorders, (3) stuttering, (4) delayed speech, and (5) speech disorders associated with cleft palate, hearing problems or cerebral palsy.
 5. Visually Impaired - Children to be served include totally blind children and those with visual handicaps which may result from congenital defects,

eye diseases, severe refractive errors, injuries to the eye and poor eye coordination. They fall into the following basic categories: functionally blind, legally blind, partially blind.

6. Behaviorally Disturbed - Inappropriate behavior that is both distracting and disrupting to the point that it places undue pressure on the teacher and the rest of the students.
7. Physically Handicapped - Students who have limited self-mobility because of muscular or neuro-muscular handicaps. Examples are: cerebral palsied, muscular dystrophy, multiple sclerosis, polio, heart conditions, spina bifida, club feet, scoliosis, bone cysts, etc. These students may or may not require special assistance, depending on the severity of the handicap.
8. Specific Learning Disabilities - A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental disadvantage.
9. Other Health Impaired - Students having limited strength, vitality and alertness for school work as a result of poor diet, T.B., rheumatic fever, etc. Other examples might be nephritis, infectious hepatitis, epilepsy, infectious mononucleosis, hemophilia, leukemia, and diabetes.
18. High School - High school or "secondary school" does not include any grade beyond grade 12.
19. Job Placement - The systematic and direct assistance in job placement to all students leaving school, whether by graduation or by dropping out, who do not enroll in higher education or post-secondary programs, and assistance in securing summer employment and/or part-time employment for students still enrolled in school.
20. Local Educational Agency - A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program. In the local plan anything modified by the adjective "local" pertains to a local educational agency as herein defined.
21. Maintenance of Effort - Those expenditures that are necessary for the continuous operation of a program but would not include capital outlay or equipment expenditures.
22. Mini-Exploratory Courses - Offered at the junior high level, second year students would elect to enroll in courses of nine to twelve weeks in length. The nine or twelve week courses would be in occupational families such as clothing and textiles, child care, home management and health, food and nutrition, clerical and secretarial occupations, management and finance, data processing, marketing and sales, communication, transportation, manufacturing, construction, production agriculture, horticulture, agribusiness, forestry and wildlife.

23. Nonprofit - As applied to any school, agency, organization, or institution, means a school, agency, organization or institution, no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.
24. Part-time Contract Basis - Utilization of post-secondary facilities and staff to serve secondary school youth on a part-time basis (tenth and eleventh grade students on a two-clock-hour-basis).
25. P.E.C.E. - Program of Education and Career Exploration designed for students in grades 7, 8, and 9. Program content is organized around work roles. Occupations are divided into six categories of interest which are to some extent arranged in a continuum from an orientation toward working with people to an orientation toward working with things. The six major occupational interest groupings are service, business, organizational, expression of ideas, outdoors and technology. Students are systematically exposed to real or simulated work experience within these occupational areas. After experiencing a work role, the student shares his observations with other students in small guidance groups where attention is focused on questions like these: How did I feel about myself while involved in the work role under question? What educational avenues could prepare me for a particular job? This process is repeated each time the student experiences a work role.
26. Prevocational - The prevocational program is a logical next step following a career exploration program. It is designed to familiarize students in the early high school grades with the tools, processes, and materials of a broad occupational area such as industrial arts, home economics, business education, agriculture (2 years), distributive education, health and C.V.A.E. This program covers a more narrow range of occupations than the exploratory program, yet it is broader in range than a specific vocational program.
27. Post-Secondary Vocational Education - Vocational education which is designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. Such education may be provided in public schools or institutions such as business or trade schools, technical institutions, or other technical or vocational schools; and other schools offering vocational education, particularly technical education, beyond grade 12. The term shall not be limited to vocational education at the level beyond grade 12 if the vocational education needs of the persons to be served, particularly high school dropouts, require vocational education at a lower grade level. Anything modified by the adjective "post-secondary" pertains to post-secondary vocational education as herein defined.
28. Senior Plan - This is an arrangement made by a post-secondary area vocational-technical school with each high school in its area thereby allowing seniors to enroll for an academic year in an area vocational-technical school and receive credit toward high school graduation while receiving specialized training in a particular occupation.

29. Taxonomy List of Codes and Titles assigned to secondary vocational programs for system use in the preparation of the Local Plan for Career and Vocational Education.

<u>TITLE</u>	<u>PURPOSE</u>	<u>O.E. CODE</u>
Elementary Career Awareness		None
P.E.C.E.	E	99.0100
Home Economics Related	ME	09.0200
Clothing and Textile		
Child Care		
Home Management and Health		
Food and Nutrition		
Business and Office	ME	14.0000
Office		
Data Processing		
Business Contact		
Management and Finance		
Industrial Arts		
Transportation	ME	10.1604
Communications	ME	10.0708
Construction	ME	10.0100
Manufacturing	ME	10.1300
Agriculture	ME	01.0000
Production		
Horticulture		
Agri-business		
Forestry-Wildlife		
Services	PV	
Health and Personal Services		
Food Service		
Consumer and Homemaking Education	PV	09.0100
Business and Office		
Office	PV	14.0000
Data Processing	PV	14.0200
Marketing and Distribution	PV	04.0000
General Agriculture	PV	01.0000
Industrial Arts		
World of Manufacturing	PV	10.1306
World of Construction	PV	10.0104
Drafting	PV	10.3000
Power Mechanics	PV	10.1600

<u>TITLE</u>	<u>PURPOSE</u>	<u>O.E. CODE</u>
Vocational		
<u>Agriculture</u>		
Agriculture Production	V	01.0100
Agri-Business	V	01.0200
Agricultural Mechanics	V	01.0300
Ornamental Horticulture	V	01.0500
Forestry	V	01.0700
<u>Home Economics</u>		
General Homemaking and Consumer Education	V	09.0100
Occupational Home Economics	V	09.0200
<u>Business and Office Occupations</u>	V	14.0000
<u>Trade and Industrial Occupations</u>		
Air Conditioning	V	17.0100
Air Conditioning, other	V	17.0199
Appliance Repair	V	17.0200
Body and Fender	V	17.0301
Mechanics	V	17.0302
Business Machine Maintenance	V	17.0600
Commercial Art Occupations	V	17.0700
Carpentry	V	17.1001
Electricity	V	17.1002
Masonry	V	17.1004
Drafting	V	17.1300
Electrical Occupations	V	17.1400
Electronics Occupations	V	17.1500
Radio/Television	V	17.1503
Fabric Maintenance Services	V	17.1600
Drycleaning	V	17.1601
Graphic Arts Occupations	V	17.1900
Metalworking	V	17.2300
Machine Shop	V	17.2302
Sheet Metal	V	17.2305
Combination Welding	V	17.2306
Barbering	V	17.2601
Cosmetology	V	17.2602
Quantity Food Occupations, other	V	17.2999
Small Engine Repair, Internal Combustion	V	17.3100
Tailoring	V	17.3302
Shoe Repair	V	17.3402
Upholstering	V	17.3500
Woodworking Occupations	V	17.3600
Vocational Clusters		
Health Occupations	VC	07.0901
Food Service	VC	09.0203
Child Care	VC	09.0201
Clothing and Textiles	VC	09.0202
Home and Institutional Management	VC	09.0205
Business and Office (approved program)	VC	14.0000
Data Processing	VC	14.0200
Marketing and Distribution	VC	04.0000
Auto Body Repair	VC	17.0301

<u>TITLE</u>	<u>PURPOSE</u>	<u>O.E. CODE</u>
Construction	VC	17.1000
Cosmetology	VC	17.2602
Drafting and Design	VC	17.1300
Electro-Mechanical	VC	17.1499
Electronics	VC	17.1500
Graphic Arts	VC	17.1900
Metal Working	VC	17.2300
Transportation	VC	17.0300
Agriculture Power and Machinery	VC	01.0301
Forestry, Recreation and Wildlife	VC	01.0700
Horticulture	VC	01.0500
Landscaping	VC	01.0504
Production Agriculture	VC	01.0100
Cooperative Education		
Home Economics - Child Care		09.0201C
Home Economics - Food Service		09.0203C
VOT		14.0000C
DE		04.0000C
Agriculture (Agri-Business and OE)		01.0000C
DCT		17.0000C
CVAE		99.0900G

30. Vocational Education - Vocational or technical training or re-training which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction) under public supervision and control and is conducted as part of a program designed to prepare individuals for gainful employment or semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations to be generally considered professional or which requires a baccalaureate or higher degree.
31. World of Construction and World of Manufacturing Curriculum Guides - An innovative curriculum development for junior high school industrial arts which presents broad concepts and principles of contemporary industrial technology. Each course includes a set of 185 daily behavioral objectives. Ten periodic achievement tests are used, with observed laboratory performance, to determine achievement of student competencies. Students analyze and experience skills and management practices that are utilized in industry to create our man-made world. Through games, role playing, and by utilizing organizational and industrial practices to build structures and manufacture products, they study efficient management of people and material resources.

STATE STAFF DIRECTORY

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